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ABSTRACT

This handbook was developed to assist community colleges, foster parent associations, and licensing and placement agencies in planning and implementing foster parent training programs. It is intended to serve as a guide to developing educational offerings in community colleges which meet the needs of the local foster care community. The handbook identifies background information to be considered in designing a program; and presents specific steps necessary to implement a foster care curriculum (e.g., advisory board and staff selection; participant needs assessment; determination of program goals, content, structure, and format; participant recruitment; and evaluation). The various types of program offerings (continuing education, regular programs, community services, and coordinated instruction systems) at California's community colleges are noted, and five basic model formats are described--workshop/seminars, workshop series, mini-courses, courses, and programs. Programs illustrating each category are described. The legal implications inherent in the California licensing process are assessed and federal and state laws relevant to foster parent education and training are reviewed. A brief glossary of terms is included and nine appendices present population statistics, needs assessment survey forms, course announcements and outlines, assessment and evaluation instruments, a list of community resources, and a bibliography. (DR)

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FOSTER CARE DEVELOPMENT HANDBOOK

A Guide to Educational Offerings for
Foster Parents and Foster Care Workers
in California Community Colleges

California Community Colleges
Chancellor's Office
Sacramento, California

JC 790 436

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FOSTER CARE DEVELOPMENT HANDBOOK

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CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

SACRAMENTO, CALIFORNIA

FOREWORD

Fostering children who have been removed or separated from their own families requires the development of understanding and skills beyond those of the usual role assigned to parents. The need for such development exists for approximately fourteen thousand homes in California that are licensed by public and private agencies to care for children twenty-four hours a day.

Some licensing and placement agencies in California have mandated ongoing education for foster parents in order for them to continue caring for foster children. These agencies have utilized the educational offerings at community colleges to augment their own training efforts.

This handbook has been developed to assist the community colleges, foster parent associations, and licensing and placement agencies. It is meant to be used as a guide to developing educational offerings in community colleges which meet the needs of the local foster care community.

The Community Colleges look forward to the continued development of foster care programs, and the expansion of these opportunities to other areas throughout the state.

Gus Guichard
Chief Executive Officer

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Part I

Introduction

The Chancellor's Office of the California Community Colleges has been involved in foster parent education since June of 1974. In the year 1974 - 1975, the Foster Parent In-Service Training Project, funded by Title IV-A, Social Security Act, funds supported training efforts at eight Community Colleges in the state. More recently, under the auspices of an interagency agreement with the State Department of Health, foster care development activities have been expanded to include more such colleges, using the training funds authorized by Title XX, Social Security Act.

It is hoped that the following materials will assist foster parent associations, public and private licensing and placement agencies, and Community Colleges not already involved in the area of foster care development in developing such offerings in their own locales.

Project Director Margaret Tomczak wishes to acknowledge the time, effort, and contribution of the following members of the Statewide Advisory Committee to the Foster Care Development Project: Bob Bashaw, Beverly Benjamin, Dean Cunningham, Jan Fish, Ida Frisby, Jerry Gaines, Susan Gambini, Kay Haghenbeck, Bernice Huston, Rhonda Kloempken, Marian Love, Warene McGhee, Dean Richmond, Raul Rodriguez, and Katharine Whieldon.

A special acknowledgment to the late Mary K. Jones, who served as the "master teacher" in the program at San Francisco Community College District from 1974 to 1976.

Without the cooperation of many vitally interested and concerned foster parents, social workers, and community college personnel throughout the State of California, none of the activities reflected within this guide could have come to pass.

For those who have participated in this mutual venture over the past few years, the experience has been held to be most valuable and growth-producing. With this guide to assist you, we hope you will have similar experiences.

Part II

The Handbook - Goals, Objectives, and Audience

Goals

The long-range goals of the Foster Care Development Handbook include the following:

1. To bridge the gap between the community's need for foster care development and the means, mechanisms, and institutions available in the community for meeting that need.

2. To facilitate and promote the participation of foster parents, agency workers, and college staff in all program phases.

3. To outline the main goals of foster care development and describe the ways in which these goals can be translated into a course or program that fully promotes their realization.

4. To provide a practical, step-by-step account of the procedures which have proven most successful in establishing solid, well-received courses in foster care development.

Specific Objectives

In pursuit of these goals, the following specific objectives are addressed:

1. To describe the factors to be taken into account before designing a foster care curriculum.

2. To describe the varieties of offerings possible in the California Community Colleges.

3. To illustrate by way of model programs how specific local conditions and program objectives can be meshed into a workable whole.

4. To present some of the pertinent legal implications of foster care development in the Community College setting.

5. To summarize current federal and state laws that bear on foster care education and training.

6. To list resources available to foster care program coordinators and foster care program participants.

The Handbook - Specific Objectives (continued)

7. To define selected terms in a brief glossary.

Audience

The Foster Care Development Handbook is intended for use by a wide range of individuals and groups concerned with the issues of child development and child welfare, including:

1. Planners and instructors of foster care development programs and classes in the California Community Colleges.

2. Personnel of private and public licensing and placement agencies.

3. Foster parent associations, groups, and individuals.

Foster Care Development - Goals and Objectives

Goals

The goals of foster care development are to improve the quality of foster care and to develop alternative means to effect that improvement.

Specific Objectives

The objectives of foster care development fall into three general categories:

1. To serve as a source of information for both foster parents and agency workers.

   This includes providing the educational opportunity for specialized study and serving as a stimulus to further study and growth, either structured or independent.

2. To develop or refine specialized parenting and human relations skills.

3. To promote communication.

   This involves communication between foster parents and the agency, biological parents and foster parents, biological parents and the agency, and the foster care community and the community at large. It also involves communication within the foster family and among foster parents.

Part III

Planning and Implementation of a Foster Care Curriculum

Background Factors

Population to be Served

In choosing an appropriate program design, various factors relating to the population to be served should be considered. These include:

1. Statistical data.

   Relevant statistics are those pertaining to the size and density of the general population, the size and density of the foster family and foster child population, and the rate of turnover among foster parents, particularly where the overall number remains constant.

   Sources for these statistics are given in Appendix A, page 44.

2. The general profile of the local foster care community.

   Significant factors are its ethnic composition - whether homogeneous or diverse, its linguistic diversity or uniformity, and the ranges of classifications of foster parents in terms of licensing and placement agencies and number of years in foster parenting.

   In California, foster homes are licensed by County Departments of Social Services and other agencies licensed by the State Department of Health as home-finding agencies. Foster children are placed by a number of different agencies, including County Probation Departments, the California Youth Authority, County Departments of Adoptions, Private Agencies, Regional Centers, and County Departments of Social Services.

3. The participants to be recruited.

   These will include both foster parents and non-foster parents. Foster parent participants may include licensed foster parents, foster day care parents, and prospective foster parents. Non-foster parent participants may include personnel of the local licensing and placement agencies, adoptive parents, biological parents (parents of children placed in foster homes), biological children (children born to foster parents), foster children, and representatives of related disciplines.

Area to be Served

There are a number of specific local conditions which will affect the shape of a planned offering, regardless of the size and composition of the student population. These include:

Area to be Served (continued)

1. Geography

Important considerations are such things as great distances to be travelled to class, geographic isolation, and the availability or non-availability of public transportation.

2. History

It should be ascertained what, when, and by whom were other local training and development efforts undertaken. Also of prime importance are the degree of foster parent organization in the area, and the status of foster parent - agency relations.

3. Resources

The availability of community resources can have a significant impact on the program developed. These resources include: child care services; qualified staff and resource people, including both college personnel and consultants from outside the college; appropriate facilities, on- and off-campus; and such resource materials as films, books, and miscellaneous publications.

Also important are opportunities for the use of public television and other media, and the existence of funding sources in the community.

Steps in Planning and Implementation

The following sequence of steps in the planning and implementation of a foster care curriculum is a synthesis of the patterns followed in eight California Community Colleges in 1974 - 1975 in conjunction with a federally-funded foster parent in-service training project. This basic design has been continued in many of the twenty-five campuses offering foster care development in 1976 - 1977.

1. Choice of a Representative Advisory Committee.

   The purpose of the advisory committee is to make recommendations and participate in program planning. It assists in the following specific activities: selecting a lead instructor and/or coordinator; conducting a needs assessment; setting program goals and objectives; making substantive program decisions as to form and content; recruiting participants; and establishing procedures for program assessment and evaluation.

   The composition of the advisory committee should reflect participation by foster parents, representatives of the Foster Parent Association, agency personnel, and college staff. For maximum effectiveness and flexibility, 60% of those on the committee should be foster parents.

2. Selection of Coordinator and/or Instructor.

   The functions of coordination and instruction may be performed by one person, or the duties may be divided between two or more people, depending on local conditions, including budgetary considerations.

   The necessary qualifications for the instructor or coordinator should include a combination of education and experience which would equip that person to be adept at teaching adults, have specific knowledge of the unique problems inherent in the foster care situation, and a sound knowledge of child behavior and development.

   The role of the advisory committee in the selection process is to join in assessing the qualifications of the various candidates for the position, and to reach consensus as to the most suitable choice.

   The role of the college in the selection process is to determine credential requirements and set hiring procedures. Credentials are issued by the Chancellor's Office in Sacramento; the local colleges and college districts decide what credential is necessary for a specific position. In addition, college hiring procedures may include requirements of education and experience above and beyond those required for the credential.

3. Assessment of Participant Needs.

   An assessment of the areas of special interest and concern to local foster parents and foster care workers, and their view of current

3. Assessment of Participant Needs (continued).

training needs, may be accomplished in various ways. One method is to have the instructor/coordinator personally interview a representative sample of potential class participants. Another is to hold a general meeting or series of meetings at which issues are discussed and questionnaires distributed. A third method involves having the advisory committee draw up a survey instrument which is then distributed through the local agencies and foster parent associations. Follow-up by telephone of those that do not respond, and tabulation of the final results, will provide a profile for the program planners of the concerns and interests of those surveyed.

The survey instrument should list possible topics of instruction, to be ranked or otherwise rated by potential participants. All those being surveyed should be asked about previous foster care development courses taken, and preferred dates, days, times, and frequency of offerings. Foster parents should be asked their number of years in foster parenting, the ages of children in their care, if they possess particular skills and abilities, and if they anticipate any particular child care or transportation difficulties.

Examples of survey instruments are included in Appendix B, page 49.

4. Determination of Program Goals and Objectives.

The determination of program goals and objectives should be based primarily on the results of the needs assessment, also taking into consideration what is realistically possible in the given circumstances. What follows is a sample of educational objectives devised by the California Community Colleges participating in the 1974 - 1975 Foster Parent In-Service Training Project, grouped in three basic categories:

One class of objectives stresses the role of the educational offering in providing information to both foster parents and agency workers. Examples of this type of objective are: to provide foster parents and agency workers with current knowledge of child development and human behavior in order to help them in their care of foster children; to acquaint foster parents with community resources that are available to them and their foster children; to keep abreast of current knowledge of the causes of behaviors and methods of intervention.

A second type of objective sees the course offering as a means of developing or refining specialized parenting and human relations skills. Examples of this class of objectives are: to demonstrate specific discipline techniques used successfully with children; to pursue ways of handling the disruptive behavior of emotionally disturbed children; to develop an awareness in foster parents and agency workers of the necessity for a team approach to foster care emphasizing the importance of the foster parents and foster home as the primary change agent.

The third type of objective is directed toward promoting communication. Examples of this type of educational objective are: to establish community among foster parents that would result in mutual support; to

4. Determination of Program Goals and Objectives (continued).

promote understanding between biological parents, foster parents, and social workers; to educate the public to the community's foster care needs.

5. Determination of Content, Structure, and Format of Foster Care Instruction.

The process of determining what content, structure, and format are best suited to a given foster care community involves consideration of the results of the general needs assessment, together with an assessment of the unique characteristics and interests of a specific student group.

The possible topics, program structures, and class formats for foster care development offerings are discussed at greater length in section IV, Model Programs.

6. Recruitment of Participants.

Recruitment of participants may be accomplished through the efforts of various community organizations and agencies, including Foster Parent Associations, Social Service Agencies, and Community Colleges. There are unique advantages associated with each of these organizations in terms of recruitment. Foster Parent Associations have regular contact, both direct and indirect, with large numbers of foster parents. At meetings and through newsletters, they can notify Association members of upcoming classes. Social Service Agencies have lists of licensed foster parents which include those not belonging to any Foster Parent Association. As with the Associations, the Agencies can notify potential class participants of scheduled offerings at meetings and through informal contacts, as well as by mail. The Community Colleges may provide some participants from among their Early Childhood Education and Social Service Education majors, and through their Counseling and Community Services Departments.

Advertising is a vital adjunct of the recruitment process, including printed course announcements or flyers distributed by hand or mail, or posted in libraries and other public buildings. The mass media - radio, television, and newspapers - are especially valuable in attracting potential foster parents who might be interested in attending classes, but are outside the channels of communication used by foster parents and agency personnel.

7. Monitoring Assessment and Evaluation.

Assessment of foster care development offerings may be either ongoing or summary. Ongoing assessment serves to measure class response to the instructor, format, and content of the course or workshop concerned. Methods of effecting this assessment include: having selected class members monitor the sessions as they are in progress; holding discussions after class; having class members complete brief survey forms at the end of each session. A summary assessment at the conclusion of each course may elicit more detailed remarks and criticisms.

7. Monitoring Assessment and **Evaluation** (continued).

Evaluation **of foster care** development offerings involves measuring the extent to which original goals and objectives set by the program planners were realized. In the case of the basic goal of providing better care for foster children, there is a question of what measure could or should be used. If there is a control group or a prior standard of performance for purposes of comparison, and if the participants are willing, positive indicators of program success might include fewer placement changes for the children, or greater retention of foster parents.

Lacking such an objective standard, the most reflective gauge of the program's value to the participants is probably the evaluation of the foster parents, social workers, and children (if constantly with the same family) concerned.

Evaluation of the extent to which the more specific educational objectives set by a program, course, or workshop have been achieved, may be done immediately following its conclusion. The type of survey form or evaluation method used will depend on what is being measured. Long-term trends may be discerned through a longitudinal study of results from year to year.

Sample assessment and evaluation forms are included in Appendix E, page 80, and Appendix F, page 86.

Varieties of Offerings - California Community Colleges

As each campus in the California Community College system is semi-autonomous, there is some variation in administrative structures and procedures from college to college. However, overall, the similarities outweigh the differences, and a general picture can be given of the types of offerings possible in the community colleges in California, together with a description of the different systems of course administration and the series of approvals or concurrences necessary for the institutionalization of course and program offerings.

Educational offerings at California Community Colleges fall under four basic administrative designations: Continuing Education; Regular Programs; Community Services; and Coordinated Instruction Systems.

1. Continuing Education.

   Continuing Education may offer non-credit courses, lecture series, and forum series classes, all funded by A.D.A. (state-administered reimbursement based on average daily attendance). These classes are offered in daytime, late afternoon, evening, and on Saturday, and are usually the purview of the Evening Dean or the Dean of Continuing Education.

2. Regular Programs.

   Regular Programs are those courses and programs funded by A.D.A. and offered both days and evenings under the supervision of the Dean of Instruction of the college. These courses and programs offer degree credit. A student's program will at minimum consist of 18 semester or 27 quarter units of courses within one discipline or closely-related disciplines. The Associate Degree will be granted upon completion of those required discipline units and additional general education and elective courses to total 60 - 64 semester (90 - 96 quarter) units.

3. Community Services.

   Community Service classes are usually under the direction of the Community Service Director of the college, are non-credit only, and are supported by a local five-cent tax.

4. Coordinated Instruction Systems.

   Coordinated Instruction Systems designates the various automated systems of teaching, such as television, programmed learning, and so forth. C.I.S. courses are offered for credit only, and are funded by A.D.A.

A series of official approvals or concurrences is necessary for a course or program to become part of the curriculum at a California Community College. Approval of a credit program (a sequence of courses) generally requires lead time of one year. Approvals are needed from the community college's curriculum committee, its Dean of

Instruction, its Board of Trustees, the Chancellor's Office (both Academic Affairs and, if the program is a technical one, Occupational Education), and concurrence with the approvals from the California Post-Secondary Education Committee. Generally, any effort should be headed toward implementation of a program at the end of the second year.

Non-credit courses, forum series, and lecture series also require approval by various college-level committees, the local Board of Trustees, and the Chancellor's Office.

Community Service classes require only local approvals.

Part IV

Model Programs - General Remarks

The model programs described in this section represent the five basic types designed for presenting foster care development offerings in California Community Colleges. With two noted exceptions, all those described were developed in conjunction with the 1974 - 1975 Foster Parent In-Service Training Project, and were thus underwritten by federal monies on a 75% basis. As a result, although these models are prototypes in terms of their structure, format, and content, the actual feat of engineering a course or other offering so that it meets the needs of the participants, the hopes of the planners, and the program, administrative, and fiscal requirements of the community college, is of necessity left to future planners.

Course announcements, outlines, assessment, and evaluation sheets are included in the appendices to the handbook. Where noted, other survey forms and questionnaries developed in conjunction with specific courses are also included in the appendices.

Workshops/Seminars

Definition

In this Handbook, a workshop or seminar is defined as an educational offering which is limited to a partial-day, all-day, or two-day structure. In most cases, the format involves a combination of lecture, demonstration, and discussion.

In the California Community College system, one-time workshops and seminars are most often sponsored by Community Services, and are thus not offered for credit. However, individual colleges may have mechanisms for securing credit for certain types of workshop offerings.

Uses

In areas where no foster care offerings have been presented before, or where a course is aimed at beginning students in foster care development, a workshop may serve as a kick-off session to recruit participants.

When regular courses stimulate interest in specific topics, the workshop can serve as an adjunct to the ongoing program.

Where distance is a problem, such as in rural areas or widespread counties, workshops will allow for discontinuous attendance by participants.

Models

Below are several examples, ranked in order of length, of foster care workshops offered in conjunction with the 1974 - 1975 Foster Parent In-Service Training Project.

Understanding the Battering Parent

Format/Structure

This was a two-hour evening workshop offered by the San Francisco Community College District in connection with ongoing foster parent classes. Foster parents and social workers were invited to attend. It consisted of a presentation by a Supervisor in the Protective Services Division of the San Francisco Department of Social Services, followed by a panel discussion.

Working Together for Agency and Foster Parents

Format/Structure

This was an all-day Saturday workshop requested by the foster parents participating in foster care courses put on by Cabrillo College in Santa Cruz County. It was designed by agency personnel, foster parents, and Cabrillo staff.

Working Together for Agency and Foster Parents

Format/Structure (continued)

A simulation game was utilized involving five groups of six people, with each group containing an agency and foster parent leader. Each group studied authentic-appearing "mock" placement files on three licensed foster homes and one foster child. The duty of each group was to match the fictitious child to one of the three homes.

Objective

The primary objective was for all participants to gain a broader view of foster care and to enhance the communication between agency personnel and foster parents.

New Approaches to Discipline

Format/Structure

This was a two-day workshop planned by the Yuba College Advisory Committee. It consisted of a two-hour session on Friday evening, followed by an all-day session on Saturday.

The evening session was devoted to a keynote address by the guest lecturer, a Consulting Child Psychologist for the Elk Grove School District, on the Dreikurs theory of child rearing. At the Saturday session, participants were able to observe him counsel two families and suggest ways of handling challenges that arise with families during a typical day.

Objective

The workshop's objective was to enable students to incorporate new approaches to discipline into their family life.

Workshop Series

Definition

As defined in this Handbook, a workshop or seminar series consists of from six to ten sessions offered with less frequency or less regularity than a regular course offering. These sessions may be linked by a unifying theme or by a consistent type of format; be planned as a unit or planned as independent, detachable units.

In the California Community College system, a workshop series will most probably be offered either as a non-credit offering through Community Services, or through Continuing Education as a non-credit lecture or forum series. For a workshop series to constitute a lecture or forum series, it must consist of at least four related sessions.

Uses

Where there is resistance to rigid class schedules, or a preference for lengthier, but less frequent offerings, a series of workshops planned individually to reflect ongoing participant interests may be preferred.

When funding problems are present, offering a workshop series may be more feasible than underwriting a course.

Models

The following examples of workshop series are taken from the Foster Parent In-Service Training Project of 1974 - 1975.

Recognizing and Dealing with Special Problems of the Foster Child

Format/Structure

This workshop series consisted of six sessions offered on weeknights over a four-month period. It was conducted by a psychiatrist from the San Francisco Psychoanalytic Institute. Enrollment was open to foster parents and social workers who had taken two prerequisite courses in the San Francisco foster care program sequence.

Objective

The objective of the workshop series was to deepen the understanding of topics taught in the classes.

Content

Topics covered in the workshop series included psychological insights into the parents' role in handling developmental crises; the meaning of punishments; problems of handling the image of the biological parent in the foster child; and value conflicts between the biological and foster parents.

Workshop Series (Untitled)

Format/Structure

Compton Community College held a series of seven workshops over a four month period. Each workshop was planned as a separate entity, with the overall series remaining untitled. All workshops were from three to four hours long, and were held on weekday mornings.

In a sample workshop, on Licensing - Agency Policies and Procedures, the format was as follows: the first hour was devoted to registration and opening remarks. The next hour was given over to an address by a District Administrator in the State Department of Health Licensing Division. This was followed by a panel discussion of how the agencies apply the regulations, with panel members representing the Los Angeles County Departments of Adoptions, Public Social Services, and Probation. Following a short break, a panel of four foster parents caring for children placed by the above agencies put questions to the speaker and panel of agency workers. The questions included those of the foster parents on the panel and those of the audience written and forwarded to the panelists. Closing remarks were made by the local project director at Compton Community College.

Content

Topics of the other six workshops in the Compton Community College series were: Foster Parenting and Adolescence; Problems in Foster Children (2 sessions); Recognizing and Dealing with Special Problems; Legal Aspects of Foster Parenting and the Agency-Foster Parent Relationship; and the Foster Parent-Foster Child Relationship. A last meeting was held as an informal discussion session for response and recommendations from program participants.

The Challenge of Foster Parenting

Format/Structure

The East Los Angeles College seminar series extended over a seven-month period, with sessions held one Saturday a month. Each of the seminars followed approximately the same pattern, which was continuously adapted in response to requests from those participating, a large percentage of whom were bilingual in Spanish and English or monolingual in Spanish.

Essentially, the format consisted of a presentation by a speaker, followed by the division into four discussion groups of those people present. Each group was led by a bilingual panel of three - one foster parent, one social worker, and one instructor from East Los Angeles College. The function of the panel was to stimulate and lead discussion among foster parents participating. After one hour, the four sub-groups reunited. A recorder from each group reported on the discussion, and a central panel responded to each report.

Content

The themes of the seven seminars were the emotional dynamics of being a foster child; the relationship between foster parents and social workers; the relationship between foster parents and biological parents; reality therapy; vital concerns to foster parents as a result of reflection on foregoing sessions; and legal concerns of foster parents.

Mini-Courses

Definition

In this Handbook, mini-courses are defined as those courses that consist of from two to five sessions, each lasting from two to five hours.

In the California Community College system, a mini-course may fall under the lecture or forum series classification of Continuing Education, be sponsored by Community Services, or be offered for credit under Regular Programs.

Uses

By extending over a period of from one to five weeks, the mini-course, while still being encapsulated in a relatively short span of time, is able to explore specific subjects more thoroughly than a single workshop. Mini-courses are also useful ways to extend a college's outreach capacity by reason of their relative portability and because of their capacity for reproducing in miniature at an off-site location a course or series of classes also offered at the college itself.

Models

Following are four examples of mini-courses offered by colleges participating in the 1974 - 1975 Foster Parent In-Service Training Project.

Introduction to Foster Parenting

Format/Structure

This mini-course, offered by Yuba College, consisted of two evening sessions held on two consecutive Tuesdays. It was directed toward potential foster parents and newly-licensed foster families.

Objective

Introduction to Foster Parenting was designed to provide the basic information needed by a family before completing an application for foster care.

Content

Topics included the following: who are foster children; the licensing process; financial arrangements; assessing yourself for foster care; the emotional impact of becoming a foster family; the team approach; and the importance of open communication.

Used in conjunction with this mini-course was a brief questionnaire entitled "Assessing Your Family for Foster Care," which sought to help the individual assess his potential for fostering children. (see Appendix G, page 105)

The Foster Family

Format/Structure

This was a three-session mini-course planned by Cabrillo College as its initial foster parent offering in 1974. Two difficulties facing the foster care advisory committee at Cabrillo were the geographical isolation of the main regions of Santa Cruz County and the lack of foster parent organization. The format and structure of this mini-course sought to overcome these obstacles by offering the classes in the private homes of class participants, limiting class size to eight, and by offering each of the three sessions in staggered succession in different areas of the country.

Methodology used in the course was a function of the small group size, with short lectures of ten minutes or less followed by discussions led by foster parents. There was some use of video tape, audio tapes, and transcribed materials, and a role assessment questionnaire was distributed to class members. (see Appendix G, page 104)

Objectives

The objectives set for this mini-course were to build group trust, to have participants define for themselves the similarities and differences between fostering and parenting one's own children, and to increase the understanding of how fostering affects the family unit. The course was not directed to agency personnel, but served as the foundation of future efforts including them.

Content

Topics covered in the three sessions of The Foster Family were biological children and their place in fostering, foster children and some of their expectations and fears on entering foster care, and the family as a whole, and its unique culture.

The session on biological children dealt with the advantages to them of fostering, their inclusion in fostering decisions, and jealousy and competitiveness. The segment on foster children dealt with identity building in children, self-esteem in foster children as a group, and effective ways of developing self-esteem in foster children. The session on the entire family unit discussed family relationships, family meals, and the holiday season and the foster family.

Getting It Together for the Foster Child

Format/Structure

This was a four-session mini-course offered by American River College in Sacramento (Sacramento County) to foster parents, prospective foster parents, and foster care workers in Broderick, Yolo County. It represented a joint planning effort by the college, the Yolo County Foster Parent Association, and the Yolo County Welfare Department, and incorporated several elements from preceding American River College foster parent classes with new elements originating with the Yolo County group. Those who completed the course received one-half unit of credit in "Behavior Science 47" from American River College, and also received a Certificate of Training from the Yolo County Welfare Department.

Getting It Together for the Foster Child (continued)

Content

Topics covered in the four sessions given in Broderick were: the concept of caring versus keeping; the adjustments of the child during his first year in placement to home, school, and peers; the fostering team; and foster fathers.

The second session, on the foster child's adjustment to placement, featured a panel discussion between a social worker, a former foster child, a foster mother, and a mother whose child was placed in foster care. The third session included a role-playing dramatization of the fostering team, with a social worker, biological parents, foster parents, and a foster child represented.

Four Concurrent Mini-Courses

Format/Structure

Four mini-courses were offered at East Los Angeles College in Spring, 1975. Three of the courses were presented in five, three-hour sessions offered two mornings a week. The themes of these three mini-courses were: (1) Behavior Modification; (2) Reality Therapy; and (3) La comunicacion familiar (Communication within the Family, taught in Spanish). The fourth mini-course, entitled Family Pow-Wow, was offered on two consecutive week-days, 9:00 a.m. to 4:00 p.m. Course enrollment was limited to fifteen foster parents in each mini-course; double enrollment was discouraged and minimal.

Objective

The objective of the mini-courses was to provide foster parents with a more intensive exposure to specialized parenting techniques to increase their effectiveness as foster parents.

Content

Mini-course sessions on Behavior Modification provided a background orientation into the theory of behavior modification as well as a workshop forum for presentation of individual situations of foster families and the generation of possible solutions.

Reality Therapy course meetings provided presentations of dealing with family situations as well as identifying community resources for family enjoyment and support.

Family Pow-Wow sessions invited foster parents, their biological children, and their foster children, to a workshop marathon that both instructed them in communication techniques as well as providing an opportunity for airing emotions with professional guidance.

La comunicacion familiar sessions were presented in Spanish, and provided communication alternatives in role-playing exercises for foster parents.

The following mini-course was developed in 1976 - 1977 in connection with the Foster Care Development Project.

Foster Parenting the Sexually Abused Child

Format/Structure

This mini-course consisted of four weekly class meetings two hours in length. Students received one-half unit of credit in the Behavioral Sciences Division at American River College.

A case-study approach was used to present the problems, and a lecture-discussion period was included in each meeting. The class instructor served as facilitator, and resource people with expertise in the subject of foster parenting the sexually abused child presented the information.

The third session took place in the Sacramento Superior Court Building, and consisted of a mock trial in which class members participated, taking roles assigned at the second class meeting. Five groups were designated - the prosecution, witnesses for the prosecution, the defense, witnesses for the defense, and the jury.

Objectives

This mini-course was designed to provide factual, useful information to enhance understanding and knowledge related to foster parenting sexually abused children. Class members participated in making judgments about specific case situations, and guest lecturers with expertise in this field offered realistic information about the nature and scope of the problems arising from sexual abuse.

A secondary objective to that of providing information was to effect a positive attitude change regarding the problem by increasing awareness and understanding of the personal dynamics involved.

Content

The first meeting dealt primarily with information regarding the legal definitions of terms related to sexual abuse as well as cultural attitudes, statistical figures, and methods and responsibilities for reporting sexual abuse.

The second class devoted time to exploring and recognizing various family dynamics that contribute to incestual situations.

The third class, the mock trial, was designed to explore the legal system and have class members participate in mock courtroom proceedings so that they would be familiar with the type of proceedings that occur in cases related to sexual abuse.

The fourth class was devoted entirely to techniques and methods specifically related to dealing with various problems that might arise when foster parents are caring for children that have been molested.

Evaluation

An attitudinal and knowledge test was given as a pre-test at the beginning of the first class meeting, and as a post-test at the end of the last class meeting. This was the performance measure tool related to the objectives. (see Appendix G, page 102)

Courses

Definition

In this Handbook, a course is defined as a series of six or more classes that meet on a regular, weekly basis.

In the California Community College system, a course may range from the forum series and lecture series offered as part of Continuing Education, through a wide range of offerings under Community Services, to those offerings meeting the criteria for Regular Programs, including both full-length and mini-courses.

A full-length course consists in most instances of eighteen weeks of classes per semester, or twelve weeks of classes per quarter. In most cases, three units of credit are awarded for a full-length course meeting three hours per week. Three semester units are figured as the equivalent of two quarter units. Courses of shorter duration than twelve weeks on the quarter system or eighteen weeks on the semester system, have their credit units pro-rated against the standard full-length course.

Models

Below are five examples of courses illustrating different formats, structures, and patterns of development, taken from the 1974 - 1975 Foster Parent In-Service Training Project.

Skills in Foster Parenting

Format/Structure

This was the first foster care offering planned by the advisory committee at American River College. It was open to foster parents, prospective foster parents, and foster care workers, and consisted of ten sessions, held on campus on weeknights for ten weeks. Those who came to four sessions received one-half unit of credit, and those who attended eight sessions received one unit of credit.

Guest speakers with specialized background and training were used to lead the sessions, together with the local project coordinator, a psychology instructor at the college.

Course Outline

1. Communications
   Listening and understanding; tuning in to what is said; body language, affect, etc.; the meaning behind words.
   Speaker: American River College Psychology Instructor (Project Coordinator)

Skills in Foster Parenting

Course Outline (continued)

2. Parent Effectiveness Training
   Speaker: School Psychologist, San Juan Unified School District

3. Ages and Stages of Children
   Events in the life of a foster child, occurring at different ages, that alter the course of "normal" development.
   Speaker: Child Psychiatrist, Sutter Memorial Hospital

4. Psychological Techniques
   Dreikurs theory.

5. Adjustment of the Foster Family to the Introduction of a New Member
   Stress factors; readjusting the pecking order; grandparents, neighbors, biological children. Readjustment when the child leaves the home and preparation for loss.
   Speaker: Psychiatrist, Sacramento Medical Center

6. Behavior Modification
   Speaker: American River College Psychology Instructor

7. Understanding and Relating to the Natural Parents
   Speaker: Social Worker, Sacramento County Welfare Department

8. Preparing for Failure

9. How to Live with and Get Along with the Public Agencies
   Panel Discussion:
   President, Sacramento County Foster Parent Association (leader)
   Vice President, Yolo County Foster Parent Association
   Social Workers, Sacramento County (2)
   President, California State Foster Parent Association
   Assistant Director, Sacramento County Welfare Department

10. Sexual Experience, Attitudes, and Behavior of Foster Children
    Not confined to teenagers.

Subsequent Developments

At American River College, the general survey course described above paved the way for Skills in Foster Parenting No. 2, composed of nine sessions: three dealing with the adjustment of the foster family to the introduction of a new member; three dealing with the Dreikurs psychological technique and related material; and three dealing with communications. Thus, the first course served to identify and focus areas of concern, which were then explored more thoroughly in the subsequent course.

Alternatives in Discipline

Format/Structure

This course was one of three six-week courses offered by the San Diego

Alternatives in Discipline

Format/Structure (continued)

Community College District following a seminar series touching on general topics in foster parenting. The other two courses were on special problems of foster care and child development. All three courses were offered simultaneously on different weeknights in three regions of the District, and were rotated so that each was also held in succession in the different regions.

Alternatives in Discipline was taught by a Staff Development Officer of the San Diego County Department of Public Welfare, and focused on six major aspects of the parent-child relationship, one for each of its six weekly meetings.

Course Outline

1. Parental Styles: A Choice
   Both the authoritarian and the permissive methods were discussed and contrasted with an effective plan for interaction between children and parents.

2. Discipline by Design
   Differentiation between punishment and discipline was clarified; modifications suggested.

3. The Language of Acceptance: Effective Listening
   This session introduced parents to the concept of listening to the child's feelings and using this information in responding to the child's needs.

4. The Language of Acceptance: Parental Openness
   This session stressed the importance of being open with one's children and demonstrated how this could be done without abdicating the authority role.

5. Productive Problem Solving
   This session aimed at enhancing parents' skills in teaching children how to solve problems in ways satisfactory to all involved.

6. Continuing to Grow as a Person - Values and Positive Parenthood
   The importance of maintaining one's adult life, not only in relation to one's children, but also to one's friends and associates was emphasized; the importance to children of having parents meet their own needs.

Basic Techniques in Foster Parenting

Format/Structure

The San Francisco Community College District's courses in foster care development followed a progression of increasingly in-depth investigation of the basic issues of foster parenting. The format was the same for all: weekly two-hour sessions, meeting either on Tuesday evenings or Thursday mornings, for a period of from six to ten weeks.

Basic Techniques in Foster Parenting

Format/Structure (continued)

In order to develop a feeling of unity and fellowship among class members, including both foster parents and social workers, various policies were set regarding class membership: (1) both social workers and foster parents would be invited to join; (2) once a group had been formed to take the first series, an effort would be made to keep them together throughout the ensuing series; and (3) new members could not join the class later than two weeks after it had begun.

The San Francisco sequence of graduated foster care courses was unique in that the outline of classes was handled with flexibility, and topics were explored in a natural sequence according to the individual group's inclinations. Unlike the American River course described above, which used guest lecturers to handle the various topics covered in its syllabus, and also unlike the San Diego course, which was specialized in both its topic and instructor, the San Francisco series employed an instructor/coordinator who was both a generalist and specialist in the field of parenting.

Specific topics outside the field of the instructor/coordinator were covered in workshops led by specialists in the various fields involved, such as psychiatry, social work, and health education. Foster parents were also actively involved in the teaching process, as aides and co-instructors.

Course Outline

1. Some special problems of foster parents
   Expectations vs. reality; effects on own family; child development and special needs; difficult behavior.

2. More special problems of foster parents
   Understanding problems of the biological parent.

3. Special problems of the placed child
   The child's feelings and how they affect his behavior.

4. The agency
   Interrelationships of child, agency, foster parents; legal aspects of foster parenting; school and medical issues.

5. Problems in the home situation
   Separation anxiety in evidence and concealed; reliving old situations and feelings in the new home.

6. Understanding the foster (and your own) child
   Ages and stages.

7. Parents' personal history and its influence on attitudes and behavior

8. Dealing with problems of separation trauma in the foster child
   Mourning, grieving, acting-out; projecting - concealing.

9. The foster child in the community
   Rejection, poor image, lack of self-esteem; school problems in peer groups.

Basic Techniques in Foster Parenting

Course Outline (continued)

10. Feedback and evaluation

Subsequent Developments

San Francisco Community College District, in cooperation with the San Francisco Department of Social Services and Foster Parents United, is currently offering three courses in foster care development. One of the courses is for foster parents licensed less than six months; agency workers are also participating in the class. Another is for experienced foster parents and agency workers. The third is for the biological parents of children in placement.

Challenges in Foster Care

Format/Structure

This was a seven-session course held at Yuba College following the presentation of an opening series. A variety of formats were used - discussion, lecture, panel presentation. The structure of the course was adjusted to match the topics: two sessions were allotted to one subject in order to tackle it in depth; other sessions were expanded in response to group interest.

A coordinator of instruction was utilized at Yuba College in conjunction with the local project director and advisory committee in order to ensure the continuity and responsiveness of foster care offerings.

Objectives

Challenges in Foster Care was designed to provide specific techniques and suggestions for handling effectively the most challenging aspects of fostering.

Course Outline

1. Changing Times
   New trends in foster care on the local and national level. Pending legislation that could affect foster parents, foster children, and biological parents.
   Presenter: the (then) President of the California State Foster Parent Association

2. Self-Esteem for the Child
   Helping a foster child achieve feelings of self-worth; specific skills and techniques to build self-esteem.
   Leader: the principal of a local grammar school and licensed values clarification instructor

3. Self-Esteem for the Child (continued)

Challenges in Foster Care

Course Outline (continued)

4. The Challenge of Effective Discipline
   Exploring effective alternatives to corporal punishment (i.e., spanking). Some new approaches on the problem of discipline were introduced.

5. The Team Approach - Part I
   All social workers and supervisors working with foster home licensing and children's placement in Colusa, Sutter, and Yuba counties were invited to join the foster parents for this meeting.
   A panel presentation and open discussion.

6. Separation - The Emotional Impact
   The short and long-range effects of separation on foster children, biological children, foster parents, and biological parents. How to help a child deal with the grief that comes with being separated from his own family unit.
   Leader: a child psychologist with years of experience dealing with foster children.

7. The Team Approach - Part II
   Welfare Agency staff and foster parents explored further the "team approach" as it is being successfully used in many areas: should this approach be used locally; what could agency personnel and foster parents do to help each other perform their responsibilities most effectively.

Living with the Teenager

Format/Structure

This was an informal course offered by Cabrillo College, which functioned as a case-study discussion group, consisting of a small group of foster mothers who were living with difficult teenage foster children. Six sessions were held over a six-week period, on weekday mornings. This course responded to a particular need for support in difficult placements.

The instructor was an experienced group home operator who had had a great deal of experience in dealing with acting-out teenagers. Sometimes there were only two parents in attendance, and intense individual instruction was possible.

Programs

Definition

In the California Community College system, a program is defined as an organized sequence of courses leading to an associate in arts or sciences degree, a certificate, a diploma, a license, or transfer to another institution of higher education. A program must be designed to fit the needs of students enrolled in the first two years of college. This does not mean that only college freshmen are eligible, but that a program is a discontinuous segment from anything going before.

Model

Chaffey College

Chaffey College in San Bernardino County is the only one of California's Community Colleges which has to date designed a certificate program for foster parents. This program received concurrence by the California Post-Secondary Education Commission on September 2, 1976.

Format/Structure

The Chaffey College program is closely tied to the Early Childhood Development Department, with the majority of courses falling under its jurisdiction. The remaining courses are in the Psychology Department. The program is divided into two phases, with the first phase leading to a Foster Parent Certificate of Completion, and the second to a Certificate of Achievement.

Twenty-five units must be completed to earn the Certificate of Completion, and an additional twenty-six, for a total of fifty-one, must be completed to earn a Certificate of Achievement. To earn the Associate in Arts degree, the student must complete the courses stipulated for the major (or Certificate of Achievement) plus the additional courses required for graduation. The Chaffey program is a non-transfer program.

Program Outline

1. Certificate of Completion

   Early Childhood Development 104 - Child, Family, and Community
   A study of society and its cultural impact upon the behavior of young children including family structure, understanding the child as a product of his cultural heritage, development of community resources as they relate to health, education, welfare, recreational, religious, and counseling organizations.
   Class: 4 hours, 4 units (quarter units)

Chaffey College Foster Parent Certificate Program

Program Outline

1. **Certificate of Completion** (continued)

Early Childhood Development 506 - Child Health and Safety
Basic information on the building of good health habits; stressing the importance of good nutrition in the preschool years; the importance of safety information and training; cultivation of skills in first aid and recognition of needs of first aid; symptoms and recognition of childhood communicable diseases.
Class: 4 hours, 4 units.

Early Childhood Development 508 - Parent-Child Interaction
An overall view of the parent-child relationship from birth through adolescence, designed for adults who are interested in children.
Class: 3 hours, 3 units.

Early Childhood Development 512 - Introduction to Foster Parent Care
A survey of concerns in foster parent care. Designed to create awareness of the ethical, social and legal aspects of foster parent care, this class is the basis of the training program for foster parents.
Class: 4 hours, 4 units.

Early Childhood Development 580 - Occupational Preparation and Procedures
Discussion of pre-employment problems. Methods used in preparing a good resume. How to conduct yourself during an interview. Group discussion of problems brought to class by students employed in work experience education assignments. Course may be taken three times for credit.
Class: 2 hours, 2 units.

Early Childhood Development 591/592/593 - Supervised Work Experience Education
Work experience in cooperation with employers. One unit is earned for each five hours of employment per week per quarter, with a minimum of ten hours and a maximum of twenty hours allowed. Course may be repeated for credit up to a total of twelve units.

Foster parent certificate students take ECD 580+ (ECD 580 plus portions of ECD 591/592/593) for a total of 6 units to earn Certificate of Completion, and for an additional 6 units for a total of 12 units to earn a Certificate of Achievement.

Psychology 130 - Child Growth and Development
An examination of the developmental years from birth to adulthood. Social, intellectual, and physical growth will be studied from relevant theoretical positions.
Class: 4 hours, 4 units.

Chaffey College Foster Parent Certificate Program

Program Outline

2. Certificate of Achievement

All courses required for Certificate of Completion, plus:

Early Childhood Development 115 - Introduction to Methods of Child Study
Current approaches for studying young children, observing children and recording their behavior using various scientific techniques, and the use of behavioral objectives, case studies, evaluation tools and diagnostic-prescriptive tests.
Class: 3 hours. Lab: 1 hour. 4 units.

-or-

Psychology 110 - Introduction to Psychology
Survey of modern psychology, including methods of psychology, perception, learning, motivation, personality, abnormal behavior, and social behavior.
Class: 4 hours, 4 units.

Early Childhood Development 206 - The Multi-Ethnic Child
Sociological and psychological aspects of the child in the multi-ethnic cultures of California: American Indian; Mexican-American and other Spanish-speaking people; Asian-American (Chinese, Japanese, and Filipino); and Negro. Includes the role of folk tales, myths, music, and games in curriculum. Designed for teachers, community service personnel, and other adults concerned with children.
Class: 4 hours, 4 units.

Early Childhood Development 515 - Infant-Toddler Care
Inquiry into factors affecting emotional and physical growth and development of infants and toddlers; current theories in the field; adult-infant interaction; and skill development for infant-toddler care in the home or day care facility. A survey of infant-toddler programs, their philosophies, program content and application.
Class: 4 hours, 4 units.

Early Childhood Development 580+ - Work Experience
(see explanation under ECD 591/592/593)
30 hours, 6 units.

Psychology 133 - Psychology of Human Development: Youth and Adulthood
Youth, maturity and aging processes of the individual are explored within a psychological framework and in conjunction with relevant social and cultural concepts.
Class: 4 hours, 4 units.

Psychology 150 - The Child with Special Needs
A presentation of different types of behavioral difficulties that interfere with normal cognitive, social, and emotional growth. The student will learn how to recognize these difficulties, where to seek appropriate professional help and how to work with these children in the home and in the school.
Class: 4 hours, 4 units.

Part V

Legal Implications

As many of the foster care development offerings have as their participants prospective foster parents, or others who are not currently licensed foster parents, one legal caution exists in California. An individual who has completed a number of courses in this area is not licenseable by virtue of such education.

Licenses are issued by the State Department of Health, the local welfare or social service agencies as an agent of the State Department of Health, or private agencies licensed as homefinding agencies. The criteria for a license as a small family foster home are found in Title 22, Division 6, Chapter 2 of the California Administrative Code.

As all classes at a community college are open to all who wish to participate and have met the necessary class prerequisite, the enrollment cannot be limited to foster parents, foster care workers, etc.

Part VI

Federal and State Laws Relevant to Foster Parent Education and Training

Federal Laws

Title XX, Social Security Act

Title XX is an amendment to the Social Security Act which became effective on October 1, 1975. It is variously referred to as Title XX, Public Law 93-647, or the Social Services Amendments of 1974. Title XX replaces the earlier Title IV-A, and is aimed at providing a consolidated program of Federal financial assistance to encourage the provision of social services by the States.

The sections relevant to training and retraining of agency staff and foster parents are found in Title 45, Chapter II, Part 228, Subpart H. Section 228.80 deals with conditions necessary for FFP (Federal Financial Participation). Section 228.81 deals with who may be trained. According to this section, FFP is available for State agency staff; volunteers attached to the State agency; service delivery personnel employed by providers; individual providers, including foster family care givers and family or in-home day care givers providing special services or to prepare them to receive eligible individuals who need such services; and foster family care givers whose homes provide a resource to the Title XX agency in carrying out its directly operated foster care services program for eligible children and adults.

These regulations became effective ninety days after their publication in the Federal Register, Volume 42, Number 20, page 5862 (Monday, January 31, 1977). Additional categories of eligible individuals, and restrictions of eligibility for FFP in training funds may be found in Section 228.81, as mentioned above.

State Laws

Instructors are advised to become familiar with both laws and regulations governing Foster Care. This knowledge will not only provide the instructor with valuable course material; it will also provide a reference point from which to evaluate future changes in social policy.

Welfare and Institutions Code

The bulk of Juvenile Court laws found in this code are in Sections 200. through 1000. The Aid to Family with Dependent Children statutes are found beginning with Section 11200. Aid for Adoption of Children begins at Section 16115., and Child Protective Services are found beginning in Section 16500., and Section 18250.

Juvenile Court law is found in Chapter 2., Article 1 of Welfare and Institutions Code. Section 202. states its purpose:

> "The purpose of this chapter is to secure for each minor under the jurisdiction of the Juvenile Court such care and guidance, preferably in his own home, as will serve the spiritual, emotional, mental, and

State Laws

Welfare and Institutions Code (continued)

> physical welfare of the minor and the best interests of the state; to preserve and strengthen the minor's family ties whenever possible, removing him from the custody of his parents only when his welfare or safety and protection of the public cannot be adequately safeguarded without removal; and when the minor is removed from his own family, to secure for him custody, care, and discipline as near as possible equivalent to that which should have been given by his parents". . .

When children are removed from the home of the biological parents under court order, the physical custody of the child is usually vested with a child welfare agency for placement in a substitute living situation. Agency policies are prescribed by both statutory law and State regulations.

Health and Safety Code

The California Community Care Facilities Act begins at Section 1500 of this Code. The purpose of the Act is stated accordingly:

> "The legislature hereby finds and declares that there is an urgent need to establish a coordinated and comprehensive statewide services system of quality community care for mentally ill, developmentally and physically disabled, and socially dependent children and adults."

All statutes relating to licensure of community care facilities, whether by State or County, are found within this Code and the California Administrative Code, Title XXII, Division 6.

Penal Code

The criminal statutes relating to desertion, Section 271., and Child Abuse, Section 273a., and Mandatory Reporting of Child Abuse, Section 11161.5, are found within this Code.

Civil Code

Rules for Adoption begin at Section 221.

Probate Code

Rules for Guardianship, Conservatorships, and Estates are found beginning with Section 1400.

Current Litigation

Although the primary goal of child welfare service is to reunite children with their biological parents, recent studies have shown that some 39% of the foster children in the State system have been in foster care for five years. As a result of these long-term placements, litigation has been initiated by foster parents in behalf of foster children with whom they have formed strong emotional

State Laws

Current Litigation (continued)

attachments. Recent litigation has dealt with:

1. The standing of foster parents to take part in or to initiate suits which deal with the custody of the child;
2. The right of all parties to be represented;
3. The standards of proof which must be met;
4. The validity of foster care contracts;
5. The roles of child welfare agencies.

Part VII

Glossary

A.D.A. - state-financed reimbursement to local colleges based on average daily attendance.

Assessment - the process and result of measuring participant response to specific class situations, such as teacher effectiveness, relevance of material, and so forth.

Biological Parents - the birth parents of a child.

C.I.S. - Coordinated Instruction Systems. Programs based on the use of media in place of direct contact between student and teacher.

C.P.E.C. - California Post-Secondary Education Commission.

Evaluation - the process and result of measuring the short and long-range effects of a course or program in terms of specific goals and objectives. These effects may be measured using subjective and/or objective criteria.

Foster Care Development - a phrase used to describe educational offerings aimed at all segments of the foster care community, including foster parents, social workers, and others.

Goal - a statement of broad general direction or intent (California Education Code).

Institutionalization - the process and result of incorporating a course or program into the regular curriculum of a community college.

Objective - a statement of specific aims which may be either teacher or learner-oriented. Teacher-oriented objectives stress the transmission of knowledge; learner-oriented objectives stress the student's application of that knowledge.

Appendix A

Population Statistics
(Sources)

1. County Sources

   a. Social Service Agency

      Statistics giving the local foster parent and foster child populations, together with the rate of turnover among foster parents, are compiled by the county social service agencies.

   b. Planning Commission

      Statistics on the general county population are in many counties compiled by the county planning commission.

2. State Sources

   a. Department of Finance, Population Studies Section

      The Population Studies section of the California State Department of Finance issues two annual reports on state population by city and county. On July 1, the county advance report is published, and on January 1, a report on population by city and county is published.

   b. Department of Health, Center for Health Statistics

      Several general, annual, and quarterly reports on foster care statistics are published by the Center for Health Statistics of the California State Department of Health. A list of those reports is given in the following three pages.

STATE OF CALIFORNIA
DEPARTMENT OF HEALTH

CENTER FOR HEALTH STATISTICS
JULY 23, 1976

I. Index of Foster Care Reports	Report Register No.
A. General Reports	
1. Statistical Report on Specialized Child Protective Services in California, Statewide and by County, January, 1973 - December, 1973.	242-0589-601
2. Children in Foster Care: An Analysis of Cross Classifications, September 30, 1974.	342-0395-502
3. Children in Foster Care, A Summary of an Analysis of the Relationship Between Case Characteristics, September 30, 1974.	242-0395-605
B. Annual Report	
1. Children in Foster Care, September 30, 1974.	340-0395-501
C. Quarterly Reports	
1. Children Entering Foster Care	
a. Children in Foster Care, Quarterly Report on Children Entering Foster Care in California, Statewide, October 1 - December 31, 1974.	242-0395-601
b. Children in Foster Care, Quarterly Report on Children Entering Foster Care in California, Statewide, Excluding Los Angeles, October 1 - December 31, 1974.	242-0395-603
c. Children Entering Foster Care, Statewide, January 1 - September 30, 1975.	242-0619-601
d. Children Entering Foster Care, Statewide, Excluding Los Angeles County, January 1 - September 30, 1975.	242-0619-602
2. Children Leaving Foster Care	
a. Children in Foster Care: Quarterly Report on Children Leaving Foster Care in California, Statewide, October 1 to December 31, 1974.	242-0395-602
b. Children in Foster Care: Quarterly Report on Children Leaving Foster Care in California, Statewide, Excluding Los Angeles, October 1 to December 31, 1974.	242-0395-604

Report Register No.

c. Children Leaving Foster Care, Statewide, January 1 to September 30, 1975 — 242-0619-603

d. Children Leaving Foster Care, Statewide, Excluding L.A., January 1 to September 30, 1975. — 242-0619-604

D. Other

1. Foster Care Reporting System I (Implementation of the SOC 158 4/74 forms), February, 1975.

2. Foster Care Reporting System II (Implementation of the SOC 158 4/75 form), July 30, 1975.

3. Foster Care Registry: Summary of Data Relevant to Drift and Adoptability by 58 Counties, September 30, 1974.

4. Statistical Information on Children In Foster Care: Foster Care Array, Report by County and Statewide, September 30, 1974, July 11, 1975.

II. Foster Care Data Manual

1. Children in Foster Care, All Service, Non-Welfare, welfare providers, initial report by county and statewide, September 30, 1974. (Manual)

Vol. I: Statewide and Counties (1) to (15) (Alameda to Kern)
Vol. II: Counties 16-30 (Kings - Orange)
Vol. III: Counties 31-44 (Placer - Santa Cruz)
Vol. IV: Counties 45-58 (Shasta - Yuba)

(Actual Data)

(Vertical and Horizontal Percent Distribution) Aid category, age, sex, race, time in system, time in current placement, time since last evaluation, BHI rate, facility, placement status, service provider, health/disability status, reason for placement, placements last 12 months, total placements.

2. Foster Care Array Report: All Service, Non-Welfare and Welfare Providers, Statewide and Counties, 2x2 array, annual, September 30, 1974. (64 pages @ section).

3. Foster Care Mgt. Reporting System

a. Welfare and non-Welfare cases, statewide and specific counties, September 30, 1974. (Initial study on the annual foster care caseload.)

b. Report of Cases Entering Foster Care, statewide and reporting counties, 4th quarter, October 1, 1974 - December 31, 1974.

c. Report on Children Entering Foster Care for the Period, reporting counties, January 1, 1975 to September 30, 1975, November 11, 1975 (Preliminary).

d. Report on Children Leaving Foster Care for the Period, January 1 - September 30, 1975, November 1975 (Preliminary).

e. Report on Children Entering Foster Care for the Period, and Report on Children Leaving Foster Care for the Period, Statewide and Statewide Excluding LA County, January 1 - September 30, 1975, February, 1976 (Final).

f. Report on Foster Care Terminations, Statewide and Statewide Excluding Los Angeles County, 4th quarter, October 1 to December 31, 1974.

4. Foster Care Registry System: Listing of Rejected Edit Error List and Statistical Error Report, statewide and counties by office section.

a. September 30, 1974, January 29, 1975

b. October - December, 1974, August 20, 1975

c. October - December, 1974, August 30, 1975

d. January - September, 1975, January 30, 1976

5. Audit Trail Listing, Statewide and specific counties, quarterly, listing of computer transactions.

A. September 30, 1974; April 20, 1975.

(1.) Los Angeles County (19) - Contains three volumes, Part I, II, III
(2.) Other foster care counties

Vol. I: Counties 1-7 (Alameda to Contra Costa)
Vol. II: Counties 8-18 (Del Norte to Lassen)
Vol. III: Counties 20-33 (Madera to Riverside)
Vol. IV: Counties 34-37 (Sacramento to San Diego)
Vol. V: Counties 38-42 (San Francisco to Santa Barbara)
Vol. VI: Counties 43-58 (Santa Clara to Yuba)

B. September 30, 1975; May 29, 1976

Statewide and specific counties: Marin (21) to Mono (26), Monterey (27), Napa (28), Solano (48) to Yuba (58).

6. County Foster Children Caseload list by Case No., statewide and specific counties September 30 1975

Compton College

NAME

Last First Spouse Name

ADDRESS

Number Street City Zip

Telephone Number _____ Best Time to Contact _____

Time and day of workshop (Please circle first choice)

Day preference: 1. Mon 2. Tues. 3. Wed. 4. Thurs. 5. Fri 6. Sat

How long? 1. 1/2 day - 9:00AM - 1:00PM

2. 1/2 day - 1:00PM - 5:00PM

3. 1/2 day - 6:00PM - 10:00PM

4. full day 9:00AM - 4:30PM

How often? 1. one day per month

2. two days per month

Number of children:

under age 2? _____

2 years to 5 years? _____

6 years to 12 years? _____

Will both foster parents participate? Yes_____ No_____

Child care (please circle one)

1. need child care on site (will bring children to workshop)

2. can arrange child care if some reimbursement is possible

Transportation: (please circle one)

1. need transportation for _____ adults and _____ children

2. do not need transportation

Workshop Interests: (Please enter a number in circle from 1 to 19 in order of your preference)

( ) Child development from infancy to age 8

( ) Child development from age 9 thru adolescence (age 16)

( ) Problems such as lying, stealing, bed wetting

( ) Physical problems such as visual handicaps, hard of hearing

( ) Sexuality to include masturbation

( ) Retarded child

( ) Slow developer

( ) Hyperactive child

( ) Emotionally disturbed child

( ) Hereditary and developmental problems

( ) Medical and health resources

( ) Schools and educational resources

( ) Placement agencies policies and social worker's role

( ) Legal aspects of foster care

( ) Social relationships of foster children

( ) Relationship with the natural family

( ) Foster parents role and expectations of foster children

( ) Foster fathers role and relationship

( ) Your suggestions (Please list)

FOSTER PARENTS October 10, 1974

The following questionnaire is being sponsored by East Los Angeles College, the East Los Angeles Foster Parent Association, and the Department of Public Social Services. Your assistance in completing it is urgently solicited by all three organizations. Please return immediately in the stamped return envelope

COLLEGE QUESTIONS

As you may know, East Los Angeles College has received a grant to assist in Foster Parent education and has been asked to solicit 60 parent couples in this area to receive this training.

The current plan is to have Saturday morning discussion meetings at the college at the rate of one per month until July (no December meeting). The meetings will take several hours, and couples coming will receive child care funds to cover costs of having homes covered during their absence.

This project is one that you, the Foster Parents, have asked for; its success depends upon your support. We hope to hold discussion-meetings of the kind that you want. We will bring people from the community, from the college, and from the child welfare areas to assist all to improve the ability to meet the numerous problems related to Foster Parenting.

Our first need is to determine who would like to join us in these discussion meeting (you may wish to read the whole questionniare before answering this major question).

1. ☐ Yes, we would like to join with other Foster Parents in a series of Saturday morning discussion-information meetings at the college.

☐ No--we are not interested for these following reasons:

_____

_____

_____

NAME _____

ADDRESS _____

PHONE _____

EAST LOS ANGELES COLLEGE

2. Below are listed some major question areas that we believe Foster Parents have special interest in discussing and in obtaining help. Please list 1, 2, 3, the ones you feel you would like to obtain more information on:

_____ How can we improve our working relations with social workers?

_____ How can we improve our relations with children's natural parents?

_____ How can we improve our children's relationships with us?

_____ How can we better understand and deal with childhood problems?

_____ How can we better understand and deal with adolescent problems?

_____ How can we improve our image as Foster Parents in the community?

_____ How can we better assist children with special problems?

_____ How can we improve children's self-image?

3. Please state any reactions, good or bad, which you have to this program.

_____

_____

_____.

FOSTER PARENTS QUESTIONNAIRE

1. What could the association do to involve those foster parents in the area that are not now members. Please check or comment or both.

a. More communication

b. More publicity

c. Recruitment drives

d. Holding meetings at:

Different times
Different places

e. Other ideas--List _____

_____.

S. D. Community College
3375 Camino del Rio South
San Diego, CA 92108

FOSTER PARENT SURVEY

1. Are you a _____ foster parent? _____ agency worker?
   _____ other?

2. Have you been a foster parent _____ less than one year?
   _____ more than one year?

3. Are your children of the ages _____ 0 - 6 years? _____ 6 - 12 years
   _____ 12 - 18 years?

4. Please show your degree of interest in the following topics:

	Degree of Interest		
	High	Moderate	Low
(a) Impact of placement on foster child - foster family.			
(b) Relationship with Natural Parents.			
(c) Relationship of Social Worker, Foster Family, Foster Child.			
(d) Legal Rights of the Foster Family, Foster Child, and Natural Parents.			
(e) Child Development -- Is it a "stage" or a "problem?"			
(f) Recognizing and dealing with Special Problems (emotional, mental, physical)			
(g) Understanding and working with the Adolescent.			
(h) Being a more effective parent -- "no lose" method of problem solving.			
(i) Building relationships--communications.			
(j) Sexuality			
(k) Planning for the Future with the Foster Child.			
(l) Cultural awareness and conflict of values.			

   Other areas of interest _____

   _____

5. Which 3 of the above topics are you most interested in?
   (1) _____ (2) _____ (3) _____

6. Would you prefer to attend classes at:
   _____ (a) City College Campus
   _____ (b) An off campus location in downtown San Diego
   _____ (c) An off campus location in "neighborhood" locations (church, school, etc.)

7. Would you prefer classes to be in: _____ morning _____ afternoon
   _____ evening

FOSTER PARENT QUESTIONNIARE

_____ What is foster parenting?

_____ How to work with Social workers.

_____ What about the child's Natural Parents?

_____ Legal rights, adoption and the role of the Juvenile Court.

_____ Planning for the foster child.

_____ Building relationships with a child.

_____ Dealing with the effects of being a foster child.

_____ What resources are available to the foster child and foster family?

_____ What is it like to be a foster child?

_____ Helping children enter a foster home?

_____ How do social workers work with the foster child?

_____ Children with special problems?

_____ Special problems of the teenage foster child.

_____ Sexuality.

_____ Cultural and linguistic problems with children.

_____ Other areas not listed _____

When would you like to see these sessions take place?

_____ Saturday (10:00 to 12:00 - lunch - 1:00 to 3:00)

_____ Bi-monthly weeknight sessions

Which night?_____

Other _____

Is there any particular speaker you would like to hear? Yes _____

Who: _____

Shasta College (1974-75)

FOSTER PARENT QUESTIONNIARE

	DEGREE OF INTEREST		
	Very	Moderately	Not
1. The emotional impact of becoming a foster child.			
2. Helping foster children adjust to the foster home and the community.			
3. The roles and relationships of the social worker, foster family and foster child.			
4. Discipline and handling behavioral problems.			
5. Parenting -- how to become a more effective parent.			
6. Natural parents -- the role and relationship of the child's natural parents to the foster child and foster family.			
7. Separation -- what to do when the foster child will be leaving your home.			
8. Legal rights and the role of the Juvenile Court.			
9. Community resources-- Mental Health, schools, Public Health, etc.			
10. Cultural awareness and conflict of values.			
11. Additional areas of interest:			

_____

_____

_____

I. Which 3 of the above topics are of most interest to you?

a) _____ b) _____ c) _____

II. Do you prefer that training sessions be held in the:

morning _____ afternoon _____ evening _____

III. Please provide me with additional information regarding training sessions.

Name _____ Phone _____

Address _____ City _____

Appendix C

Course Announcements

Mini-Course 1
nov. 11 - dec. 18

Course Title: Communications: Verbal and Non-Verbal

Dates: 4 sessions to be held on Nov. 11, 18, Dec. 2, 9

Time: 7:30 to 9:35 p.m.

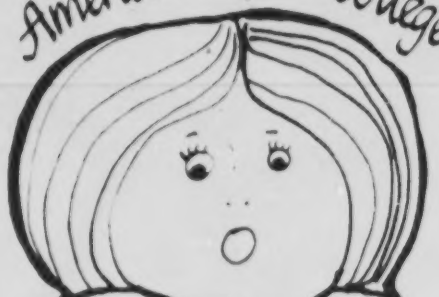
Place: 3701 Branch Center Rd. Sacramento (see map on back)

This course will present the most recent techniques for interpreting body language and effectively communicating with children, natural parents, social workers etc. An expert in the field of human communications will help class members explore the many ways to improve communication.

Sponsored by the Foster Parent Assoc.

AMERICAN RIVER COLLEGE (1976 - 1977)

American River College



is offering 2 new Mini-Courses for

foster parents

½ unit college credit for 4 sessions

1 unit college credit for eight sessions

Fee: $5.00 per unit

Register at class meetings

Questions?
Call Enid Milhous
485-4001

Mini-Course 2
jan. 6 - jan. 27

Course Title:

Foster Parenting the Sexually Abused Child.

Dates: 4 sessions to be held on

January 6, 13, 20, and 27

Time: 7:30 to 9:35 p.m.

Place: 3701 Branch Center Rd. Sacramento

Have you known an adult or child who has been sexually molested or abused? Sexual abuse is not as uncommon as one might think. This problem presents a special challenge to foster parents.

Plan to attend this course.

CONTRA COSTA COUNTY
HUMAN RESOURCES AGENCY — SOCIAL SERVICE DEPARTMENT

TO: DISTRIBUTION BELOW

DATE: February 3, 1977

FROM: Lucille DeLu, Staff Development Supervisor

cc: Staff Development Specialists
Elig Training Specialists
Beverley Rearden, DVC

SUBJECT: "Attachment, Separation and Loss"
Foster Care Development Course
by Diablo Valley College

Training Coordinator: Betty Stetler

The attached announcement of a course for Foster Parents and Social Work staff has been sent to all Foster Parents in the Central County area.

By copy of this memo, we are requesting that appropriate supervisors in Children's Services units make arrangements for some workers and Community Assistants in Children's Services to attend this training session. Not only are Social Work staff invited to attend but, also, we are requesting that there be assurance of some attendance of staff since it is necessary to implement the thrust of team training for Foster Parents and appropriate Social Work staff.

For some time, Foster Parents have asked for a sharing kind of training in which their Placement workers and other Social Work staff participate along with them in order to enhance mutual learning and to improve the exchange between workers and Foster Parents. The learning process will be enhanced if an interested Social Worker from each Placement unit can attend. In addition, Community Assistants working in Children's Services should also have representation.

For Community Assistants who attend, please note that attendance earns one unit of credit.

Werner Cohn and Annell Grove are responsible for approving attendance of appropriate staff to this work related training program.

Please let Margaret San Filippo, Training Secretary, (Ext. 2862) know who from your units will attend.

LD:msf

Attachments

DISTRIBUTION:

Services Division Supervisors	R. E. Jornlin
Income Maintenance Chiefs	Al Croutch
Placement Units	Bob Hofmann
Licensing Units	Madeleine O'Callaghan
Adoptions Unit	Edna Hilty
Protective Services Units	Jan Wilson
Probation Department:	Rose Manning
Ed Jimison, Kay Floyd,	Margie Robinson
Evelyn Wan, E. Parrish	Don Crawford
FACSAC: Mary Laubscher	Jerry Madden
Jane Campos	Ralph Pollard

Contra Costa County

Social Service Department
Staff Development Division

Foster Family Care: "ATTACHMENT, SEPARATION AND LOSS"
(Contempory Issues, Course #244-85)

You are invited to attend an 18-hour course especially designed for Foster Parents, professionals and para-professionals who work with children, and others who are concerned with the concept of temporary or substitute parenting of another person's child.

Offered by Diablo Valley College, Family Life Education in conjunction with Central County Foster Care Development Committee, Social Service Department.

When: TUESDAYS, 9:00 - 12:00 Noon (6 Sessions)
Starts February 15th - Ends March 22, 1977

Please note CHANGE OF TIME from schedule first announced in newspapers by D.V.C.

Where: George Gordon Education Center, 2nd floor
500 Court Street, (at Escobar), Martinez

Registration: At first class session

Credit: 1 unit of College credit for course completion

Requirements: There is no tuition fee and no academic prerequisite for admission. Entrance is based on personal interest of student, with individual responsibility for attendance and participation in class discussion.

Instructor: Viola Riebe, R.N., Health Educator, Contra Costa Community College Distrtict. Ms. Riebe's experience includes extensive work with parents and para-professionals in Family Life Education Workshops, and special study and observation in London Children's Centers on Separation and Loss.

Training Coordinator: Betty Stetler, Staff Development Office. If you have questions about the course, please call 372-2865

Course Objectives: Participants will be able (1) to understand grief and bereavement as a normal natural process, and (2) to identify and utilize relevant knowledge regarding the impact of separation and loss upon children of various ages.

COURSE CONTENT:

Session 1: "Attachment, Separation and Loss"
Foster parenting and the problems of separation
Grief and Mourning - an examination of the process in relation to our own value systems and to the concepts of desertion, divorce and death.

Session 2: "The Hospice Concept" ... alternative approaches
Parent/Foster Parent as therapist
Family-strengthening techniques

Session 3: "The Healing Process of Mourning"
How do children and adolescents handle grief ... their views

Session 4: "Concepts and Attitudes of Children toward Separation and Loss"
Expectations in terms of age of the child

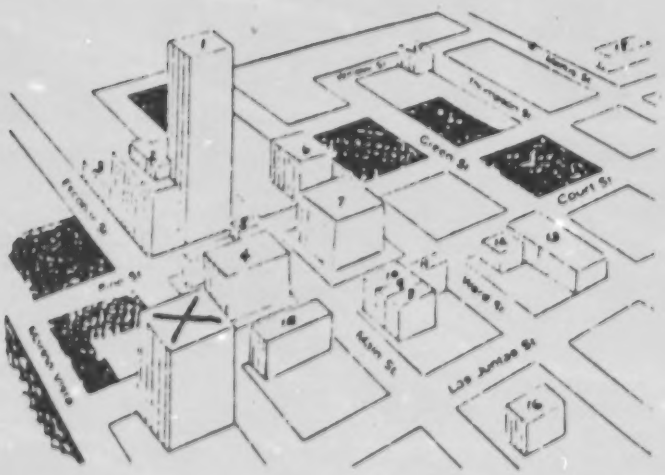
Session 5: OPEN - a group-determined topic, to be selected at first meeting

Session 6: "Nutrition and Food - Adaptation under Stress"
Special nutritional needs under stress
The place of food in a child's adaptation to a new family setting
Introducing new foods and new ways of serving

Instructor for this topic, which was specifically requested by foster parents, will be Frances Prout, Home Economist in Consumer Studies, Diablo Valley College, and a national Consultant to Medical Schools on Nutrition

BAS:tw

..... *CIVIC CENTER in Martinez* .....



[X] = TRAINING CENTER
500 COURT STREET

PARKING INFORMATION:

Shaded areas are free parking lots.

Metered Parking - 4 to 10 hours
available on Marina Vista and on Pine Street above Green Street.

Metered Parking - 2 hour limits
along Court Street, Escobar and other nearby streets.

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EAST LOS ANGELES COLLEGE

FOSTER PARENT PROGRAM

"THE CHALLENGE OF FOSTER PARENTING"

Saturday, March 15,1975

SCHEDULE OF EVENTS/HORARIO

8:30 - 9:00 a.m. Registration/Registración

9:15 - 10:15 a.m. Keynote Addresses/Conferencia

"The Relationship of Natural Parents and Foster Parents"

-Jolly K.,
Keynote speaker
founder of
Parents Anonymous

Student Cafeteria

10:15 - 11:45 a.m. Discussion Groups/Grupos de conversción

11:45 - 12:00 noon Break/Tiempo Libre

12:00 - 1:00 pm. Wrap-up Session/Sesión General
Student Cafeteria

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EAST LOS ANGELES COLLEGE
1974 - 1975)

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DISCUSSION GROUP PANELISTS

RELATIONSHIP OF NATURAL PARENTS
AND FOSTER PARENTS

Panel 1 (en español)	Panel 2
Carlos Sosa Connie Gonzalez Parent Instructor	Sharon Mendez Albert Chavez Parent Ginger Olsen
Faculty Dining Room (en español)	South Dining Room
Panel 3	**Panel 4**
Jerry Davis Betty Dolph Parent Pat Rahm	Josie Jarvis Parent Cathu Price Gene Lazare
North Dining Room	Student Cafeteria

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Mark your calendars for our next sessions!

Saturday, April 26
Saturday, May 31
Saturday, June 21

As a foster parent
are you interested
in learning
more about:

- Discipline and control
- Emotional problems
- Law and the foster child
- Adolescent behavior
- Children's behavior
- Your behavior
- Communication
- Problems unique to foster parenting
  - Separation anxiety
  - The Social Service Team
  - Other topics of interest

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Prerequisites: Based on personal interest. No academic requirement or written examination for entrance in the program.

"CHILDREN IN TRANSITION"

a 24 hour course
at Los Medanos College
specially designed
for Foster Parents

Co-sponsored by the
Los Medanos College
Early Childhood Development Program
and
Foster Care Development Committee,
Social Service Department

Begins: Thurs., Feb. 10, 1977

Ends: Thurs., March 31, 1977

Room: 282 - Main Building

Time: 9:00 - 12:00 noon
With option for specially arranged sessions

Credit: 1 unit of college credit for all who complete the program.

Teacher: Myrtle Brooks

IF YOU ARE INTERESTED IN REGISTERI
FOR THIS PROGRAM SEND THIS FORM TO

Mr. Vincent R. Custodio
Dean of Behavioral Sciences
Los Medanos College
2700 E. Leland Road
Pittsburg, CA. 94565

Your name _____

Address _____
Street and number

_____
City Zip

Phone No. _____

For further information please cal

Foster Care Licensing Office
2850 Willow Pass Road
West Pittsburg, CA. 94565
439-4428, extension 4428

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LOS MEDANOS COLLEGE (1976 - 1977)

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FOSTER PARENTS' ASSOCIATION

October 30th, 1974

TO: ALL FOSTER PARENTS

FROM: BOBBI TOWNE, Foster Parent Education Project

As foster parents, I think we're all aware that foster parenting takes skills and understanding beyond that of normal parenting.

In the last few years the feeling has been growing that when foster parents accept a foster child, the "system" has the moral obligation to give the foster parents and the foster child whatever support is needed to help the child realize his or her full potential -- to help the foster parents do the best job possible. The foster families are the ones who do the actual therapy or "treatment" with the child. They are the ones who live with and love the child.

Through the efforts of the San Diego Foster Parents Association, a grant has been received from the Department of Heath, Education and Welfare to develop a program of Foster Parent Education. It is meant to be a program that will begin to give foster parents some of the help they want.

An advisory committee composed of foster parents, agency personnel from Probation, Welfare, and the Children's Home Society, and representatives from San Diego City College, have identified some of the most urgent needs. We are involved in designing a series of seminars around these topics.

These seminars will be flexible and adjustable to the needs and feelings of the group. We will have speakers such as Dr. William Gray, Child Psychiatrist and foster parent, and Dr. John Milner, Professor with the School of Social Work, USC, and others in foster parent education and counselling. There will be time for talking over problems and discussing solutions.

You can take part in this first Foster Parent Education series and you will be helping to design the project through your evaluations and suggestions.

The first series will be held at Bell Junior High (map enclosed), Room 614, on Thursday nights, November 7, 14, 21 and December 5, 12, and 19 from 7:00 p.m. to 10:00 p.m. There is no enrollment fee and you will receive a Certificate of Completion at the end of the six seminars. In order to help you with any child care expense, the grant allows $4.00 per family for each seminar.

Just fill in the enclosed enrollment form and mail, or call:

Bobbie Towne - 280-7610, ext, 143
Emily Gray - 224-7030
Bonnie Stanley - 440-3797
Judy Parker - 479-1833

October 11, 1974

FOSTER FAMILY NEWSLETTER - I

Foster care is changing and it's wonderful to see concerned foster families eager to learn new techniques in order to continue to grow and be successful in their efforts. We appreciate your comments and responses to the questionnaires mailed in September.

Yuba College has developed a six-week in-service training program which will cover areas of most interest to foster parents in Yuba, Sutter, and Colusa Counties. We have been fortunate in obtaining outstanding individuals to serve as guest speakers and panel members for the meetings.

This will be a non-credit course. There will be no tests and books are not required. There is no registration fee and pre-registration is not required. Each foster parent completing the total six-week course will receive a Certificate of Training from Yuba College. A copy of this certificate will go in your file at the Welfare Department.

We encourage both foster parents to attend all sessions, however, if this is not possible, you may attend the sessions of most interest to you.

Money is available to defray the cost of child care while you attend the in-service training. Each licensed foster family or those with an application pending are eligible for the funds. If one parent attends, he will receive $2.00 per class. If both parents attend, the amount authorized is $4.00 per session. The money will be paid in a lump sum at the end of the six sessions.

The attached notice summarizes the six weeks of in-service training and gives dates, places, and time of the meetings.

If you would like information on car pools forming in your area, please return the section below to Earl Orum, Dean of Instruction, Yuba College, 2088 No. Beale Rd., Marysville, Ca 95901.

We hope to see you October 23, 1974, at the first meeting.

NAME _____ PHONE _____

/__/ I would like information on car pools forming in my area.

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SPECIAL DIMENSIONS OF FOSTER CARE

A unique six-week class designed to provide in-service training for foster parents. It is open to anyone interested in Foster Care. Registration will be completed at the first class meeting.

DATES: Oct. 23 & 30, Nov. 6, 13, 20, & 26. TIME: 7:30 - 9:30 p.m.
PLACE: Fremont Hospital Auditorium, 970 Plumas St., Yuba City, CA

October 23rd

I. *RECOGNIZING SERIOUS PROBLEMS IN FOSTER CHILDREN*
Have you ever wondered when problems such as bedwetting, lying, masturbation, fighting, etc., go beyond common reactions to placement and become serious problems? A panel of experts will help foster parents identify problems and distinguish between normal and abnormal behavior.

October 30th

II. *PARENTS EFFECTIVENESS TRAINING*
A mini-course in Parent Effectiveness Training will be presented by an instructor that has worked with foster families in other areas of California. This method of working with children is called the "No-Lose" Program for Raising Responsible Children.

November 6th

III. *THE CHILD'S VIEWPOINT*
A present foster child, a past foster child and the natural child of a foster family will discuss their feelings about foster homes. They will express their positive and negative feelings about being part of a foster family.

November 13th

IV. *SCHOOLS AND SCHOOL RELATED PROBLEMS*
What can parents do when their foster child is experiencing school problems such as fighting, truancy, and learning problems? What can foster parents expect from the schools? What resources can schools offer foster children? These questions plus many more will be dealt with by a panel representing the school districts.

November 20th

V. *A PARENT'S GUIDE TO CHILD DISCIPLINE*
A child psychologist will show how the use of "logical consequences" reduces parent-child conflict. This theory applies to children from birth to 21 and is extremely effective with natural and foster children alike.

November 26th

VI. *LEGAL ASPECTS OF FOSTER PARENTING*
What are the legal rights of foster parents, natural parents and the Juvenile Court? What legal rights does the foster child have? What is a dependent child of the court? What information is presented at an annual review? These are a few of the topics that will be explored during the meeting.

Any questions? Please call either Yuba College - 742-7351 ex. 330 or Mrs. Enid Milhous - 674-0320.

Appendix D

Course Outlines

SERIES OF FOSTER PARENT TRAINING WORKSHOPS

PURPOSE

The purpose of the four foster parent training workshops at Compton Community College in the Spring of 1977 is to provide an opportunity for foster parents to gain knowledge and skills in parenting unrelated teenagers in their foster homes. The task of parenting teenagers in low socio-economic minority and other areas has become increasingly difficult for foster parents, as well as natural parents, due to a multiplicity of social problems that impinge on family life, i.e., unemployment, subtance abuse, gang violence, school drop outs and so on. Many foster parents feel unprepared to cope with teenagers even though they have vacancies in their homes. At the present time, there is a shortage of foster homes for dependent-neglected and delinquent youth. The Compton College Foster Parent Training Advisorty Committee proposed the workshops in order to meet the training needs of foster parents as well as the need of teen-agers for foster care.

POPULATION

The proposed workshops will be primmarily directed to foster parents, however, the staff of social service agencies involved in placement and the parents of children in the Greater Compton Community College area will be invited to the workshops. It has been recognized that foster parents do not parent unrelated children in a vacuum but they interact with the staff of foster care agencies. Also, the subject matter for the proposed workshops seems to be relevant to natural parents in the area.

SPONSORSHIP

The proposed foster parent training workshops will be co-sponsored by Compton Community College and the Pediatrics Department of the Charles Drew Post-Graduate Medical School.

TOPICS AND DATES

February 24, 1977	"The Impact of the Environment on Parenting Teenagers in the Greater Compton Area"
March 24, 1977	"The Teenager in Foster Care"
April 29, 1977	"Communicating with Teenagers"
May 26, 1977	"Emancipation from Foster Care"

The workshops are scheduled for 9:00 a.m. to 12:00 noon at Compton Community College or some other appropriate site within the Compton Community College District.

OBJECTIVES

The general training objectives of the foster parent training workshops are as follows:

1. To prepare foster parents for the task of parenting teenagers in an environment characterized by multiple social problems.
2. To prepare foster parents for sharing the task of parenting in related teenagers in their homes with the natural parent, the foster parent, and the social worker.
3. To prepare foster parents for the task of assisting in the emancipation of teenagers from their foster homes.

The specific training objectives are to provide foster parents with factual information about the following:

1. The changing environment confronting teenagers specifically the institutions concerned with socializing tasks, i.e., family, schools, church, YMCA, Boy Scouts, and the Military, and foster care.
2. In addition consideration will be given the role of the "rehabilitation" institutions, i.e., probation and the youth authority. Also to be included are the choices teenagers are called on to make regarding sexual activities, the rise of drugs, gangs, dress, etc.
3. The foster care system which includes the child, the parent, and the worker; the problems that bring teenagers into care, the problems teenagers bring to foster care, the problems experienced by teenagers in foster care, and the ways teenagers exit from foster care.
4. Communication with teenagers.
5. The role of the foster parent in the process of emancipating a teenager from the foster home to adulthood.

Summary: It is expected that as a result of attendance at these workshops the foster parents will develop beginning skills in:

1. Making better use of those institutions that impact on child rearing.
2. Increasing communication skills particularly with yough.
3. Consciously sharing parental tasks with parents and workers, as well as supportive community institutions.
4. Effectively participating in a team effort to emancipate youth from foster care.

Submitted by:
Planning Committee
Alice Trivedi, Chairperson
Vivian Weinstein
Dr. Ernest Smith
Minnie Dearing

2/77

MERRITT COLLEGE
Office of Instruction

CURRICULUM COMMITTEE

NEW COURSE RECOMMENDATION: CATALOG DESCRIPTION

Major Heading in Catalog: CHILD DEVELOPMENT Date 11/24/76

Subheading, if any, (e.g., geology) _____

Course No.: C.D. 82 Title: Issues and Processes in Foster Parenting

Units: 2 (COMMUNITY SOCIAL SERVICE 82 usually offered as C.D. 82)

Distribution of hours per week - lecture, laboratory, discussion, lec-lab, lec-disc., field trips, etc. BE SPECIFIC _____

2 HRS PER WEEK LECTURE

Prerequisite (if any): _____

Recommended for (if designed for specific purpose): _____

Current and prospective foster parents

Description of course as it should appear in the catalog: _____

An introduction to foster parenting for current and prospective foster parents to explore rights and responsibilities of the foster parent, relationship to placement agency, community resource agencies, natural parents, and foster child.

CURRICULUM COMMITTEE: New Course Recommendations

1. This course is to be offered: (Check one of the following)

   a. For letter grade only _____

   b. For credit/non-credit only _____

   c. For letter grade or credit/non-credit X

2. Is this course to be required for an A. A. degree major? NO

   a. If so, what major? N/A

   b. If so, will it replace a currently required course? N/A

   c. If it is added to the current requirements for an A. A. major, what will be the total number of units required for the major, over and above the other A. A. requirements? N/A

   d. Will it be possible to offer all courses required for the A. A. major in a two-year period? N/A

3. What reasons do you have to believe that this course will be transferable?

   U. C.? none, a special interest course

   State Colleges? none, a special interest course

4. Should this course be included in the G. E. requirements for state college transfers? no For A. A. degree no

   a. If so, in which of the four areas (please check)?

      (1) natural sciences
      (2) social and behavioral sciences
      (3) humanities
      (4) basic subjects

5. Has this course been offered under "Selected Topics"? yes

   If yes, how many times? 2

MERRITT COLLEGE

Office of Instruction

Course Outline

Course # and Title Child Development 82

Department Human Services

Subtitle Issues and Processes in Foster Parenting

(COMMUNITY SOCIAL SERVICE 82 usually offered at CD 82)

List individuals responsible for developing this outline:

Antoinette Lenahan

(The following format is used for outlines placed in our permanent file.)

1. (The complete catalog description will be copied from the preceding page)

2. Expected Outcomes: (What is hoped for? Be as specific as possible including such things as attitudes, behaviors, skills, knowledge, etc.)

THE FOSTER PARENT WILL GAIN:

1. Knowledge of foster parent rights and responsibilities
2. Understanding of the agency role in placement of children
3. Increased proficiency in role of foster parent.

3. Texts and/or References: None

See current textbook selection list.

4. Minimum Student Materials Required: (e.g., texts, slide rules, paints, etc.)

Writing materials

5. Minimum College Facilities Required: (e.g., microscopes, A-V equipment, maps, etc.)

None

6. Description of Content and Methods: (Outline the course content listing the major divisions. Indicate the time allotments and the principal methods employed. Attach additional pages as required.)

see attached sheet

7. Methods of Evaluation: (Recognizing the fact that evaluation must be a continuous process throughout the entire quarter--plus whatever culminating experiences you feel are essential--the structure, content, and techniques used should be consistent with each of the stated objectives in Item 2, above. Please list all methods and devices. Attach additional pages as required.)

Quiz, midterms, class reports, and projects

Merritt College
Child Development 82
Issues and Processes in Foster Parenting

Course Content	Instructional hours
1. Laws in Dependency/Juvenile Court System and Pending Legislation.	3 hrs.
2. Case-finding investigation, judicial activities, placement.	4 hrs.
3. Overview, history of foster care. Who are the children and where do they come from?	2 hrs.
4. Agency role and relationship of placement worker to foster parent.	5 hrs.
5. Separation problems at initial placement.	4 hrs.
6. Impact of child on foster home. Sibling relations between natural and foster Children Visits by natural parents.	6 hrs.
7. Developmental problems of children in foster care.	6 hrs.
8. Relationship to community resources - school, medical, churches, recreation departments, social agencies.	2 hrs.
9. Preparation for return home, or for long-term placement.	4 hrs.
	36 hrs.

PARENT EDUCATION PROGRAMS
SAN FRANCISCO COMMUNITY COLLEGE DISTRICT
John Adams Adult Education Center
1860 Hayes Street - Room 139
San Francisco, CA 94117

FOSTER PARENT IN-SERVICE SERIES

SPRING 1975

San Francisco Community College District
Department of Social Services
Foster Parents United

Two Courses
Ten two hour sessions; one in the morning, one in evening

Topics planned by Foster-Parents Advisory Committee:

Session 1

Some special problems of foster parents: Expectations vs. reality. Will I be successful? What are the effects on my own family? What do I need to know about child development and special needs? How do I handle difficult behavior?

Session 2

More special problems of foster parents: Understanding problems of the natural parent. When child's parents visit, what is my part? How can the agency help? What effect does the visit have on me? On the child? Are the phone calls from the placed child's own parents excessive or not enough?

Session 3

Special problems of the placed child: What are his or her feelings? Rejection? Fearfulness? "Who wants me?" "Who am I?" "What is going to happen to me?" How do these feelings affect the child's behavior?

Session 4

What is the child's relationship to the agency? What is the agency's responsibility? What is my responsibility to the agency and to the child? What are some of the legal aspects of foster parenting that I should know? What medical, health, and school issues should I be informed about?

Session 5

Problems in the home situation: Separation anxiety in evidence and concealed. Fear of new situation. Reliving old situations and feelings in the new home. Transfer of old problems to the new home and foster parents. (Foster parents' feeling, "Am I to blame?")

Session 6

Understanding the foster (and your own) child. Ages and stages. What should I expect at different ages? Typical preschool behavior. Typical school-age and adolescent problems. How do I cope with the different behaviors? With jealousy? With competition? What is the father's role in these issues? What if parents disagree on discipline? What if the agency disagrees?

Foster Parent
In-Service Series

Session 7

The importance of our own "history" and background in influencing our behavior and attitudes. Where did our own life experience hurt -- and help -- as we grew up? Do parents have rights too?

Session 8

Dealing with problems of separation trauma in foster child: mourning, loss, grieving, acting out. Projecting - concealing. Use of physical symptoms as an outlet.

Session 9

The Foster Child in the Community: rejection - poor image - lack of self esteem. School problems in peer groups. The Foster Parent as a "Saving Person."

Session 10

Feedback and evaluation. "Tie-up session": Were our questions dealt with? Are there issues we would like to tackle further? Did we meet the goals set up before our series began? Was the leadership satisfactory? Was group interaction adequate? What more would we like to study and discuss together?

Office of Instruction
YUBA COMMUNITY COLLEGE DISTRICT

Revised Course
Old Course No. and Title, if any

COURSE OF STUDY OUTLINE

C.I.D. # 2104

DIVISION: Social Science
DEPT: Social Science NO: 597 TITLE: Introduction to Foster Parenting UNITS: 0
Total hrs. for course 4 Total lect. 4 Total lab. 0

PREPARED BY (signature): DATE PREPARED: 12/19/74

CATALOG DESCRIPTION: To provide the basic information needed before a family completes an application for foster care. This instruction includes family considerations, legal requirements and agency expectations.

PREREQUISITES:

TOPICAL OUTLINE	SPECIFIC PERFORMANCE OBJECTIVES OF COURSE (not intended to match Topical Outline items line for line) Students will be able to:
I. Who are foster children	I. Differentiate between various types of foster placements and reasons for placing.
II. The licensing process	II. Become familiar with legal requirements for becoming licensed.
III. Financial arrangements	III. Be aware of foster home payments and medical care responsibility and payment.
IV. Assessing yourself for foster care	IV. Judge whether fostering is advisable for their family.
V. The emotional impact of becoming a foster family	V. Become aware of their family constellation and the effect of adding new family members.
VI. The team approach	VI. Understand the roles of foster parents, natural parents and welfare agencies.
VII. Importance of open communication	VII. Realize how open communication can save a foster home placement.

Office of Instruction
YUBA COMMUNITY COLLEGE DISTRICT

Old Course No. and Title, if any _____

COURSE OF STUDY OUTLINE
(keep to one page)

C.I.D. # _____

DIVISION:
DEPT: Social Science NO: 597 TITLE: Challenges in Foster Care UNITS: 0
Total hrs. for course 14 Total lect. 14 Total lab. 0

PREPARED BY (signature): _____ DATE PREPARED: 2/4/75

CATALOG DESCRIPTION: To provide specific techniques and suggestions, for effectively handling the most challenging aspects of foster care.

PREREQUISITES:

TOPICAL OUTLINE	SPECIFIC PERFORMANCE OBJECTIVES OF COURSE (not intended to match Topical Outline items line for line)
	Students will be able to:
I. Changing Times	I. Become informed about legislation currently pending that directly affects foster children;
& III. Self-Esteem for The Child	II & III. Help a child improve his feelings of self-worth by learning specific techniques that are effective in building self-esteem in children;
IV & V. Separation - The Emotional Impact	IV & V. Develope an understanding of the grief trauma experienced when family separation occurs, and learn methods of helping adults and children cope with this trauma;
VI. The Challenge of Effective Discipline	VI. Explore effective alternatives to corporal punishment;
VII. What Does "Total Involvement" Mean?	VII. Gain, through a panel discussion with foster parents and placement-agency personnel, an understanding of the team approach in foster care.

TEXT - author(s) 78 YUBA COLLEGE (1974 - 1975)
title:
publisher: 75 edition: date:

APPROVAL SIGNATURES:

Office of Instruction
YUBA COMMUNITY COLLEGE DISTRICT

Old Course No. and Title, if any _____

COURSE OF STUDY OUTLINE

C.I.D. # 2104

DIVISION: Social Science
DEPT: Social Science NO: 570 TITLE: Special Dimensions in Foster Care UNITS: 0

Total hrs. for course 12 Total lect. 12 Total lab. 0

PREPARED BY (signature): _____ DATE PREPARED: 10/1/74

CATALOG DESCRIPTION:

To provide an overview of various subjects and techniques dealing with foster family care. In-depth studies of the various subjects touched upon may be presented later if the foster parents so desire.

PREREQUISITES: None

TOPICAL OUTLINE	SPECIFIC PERFORMANCE OBJECTIVES OF COURSE (not intended to match Topical Outline items line for line)
I. Recognizing Trouble Spots in Foster Children	Students will be able to:
II. Behavior Modification	I. Differentiate between common reactions to placement and potentially serious problems;
III. The "No-Lose" Program for Raising Responsible Children - - Parent Effectiveness Training	II. Apply the concept of Behavior Modification to the raising of foster children;
IV. Children the Challenge - Parent's Guide to Child Discipline	III. Effectively involve children in negotiating solutions to conflicts;
V. The Child's Viewpoint	IV. Apply the use of "logical consequences" to reduce parent-child conflict;
IV. Schools and School Related Problems	V. Gain, through panel discussion with post and present foster children, a better understanding of a foster child's viewpoint;
	IV. Cope more effectively with school related problems experienced by their foster children.

TEXT - author(s) 79 YUBA COLLEGE (1974 - 1975)
title:
publisher: edition date:

Appendix E

Assessment Forms

ON THE FOLLOWING QUESTIONS YOU ARE ASKED TO RATE THIS LECTURE SESSION ON A FROM 1 to 7: 1 IS THE POOREST AND 7 IS THE HIGHEST RATING. PLEASE CIRCLE THE NUMBER THAT SHOWS YOUR RATING FOR EACH QUESTION.

1. How would you rate the content or material covered by the speaker?

Comments:

2. How would you rate the speaker in terms of keeping your interest?

Comments:

3. How would you rate the discussion that followed the speaker's remarks?

Comments:

4. How would you rate the setting and arrangements for this lecture?

Comments:

5. How would you rate the entire session in terms of assisting you with the everyday problems of living with and caring for foster children?

Comments:

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EAST LOS ANGELES COLLEGE

PROGRAMA DE PADRES PADRASTROS

EVALUACIÓN

Favor de tomar unos minutos para contestar a estas preguntas y devuelva este formulario al líder de su grupo de conversar.

Sus respuestas y comentarios ayudarán a planear sesiones en el futuro. Muchas gracias por su ayuda.

1. ¿Es Ud. un...

_____(1) trabajador social
_____(2) padre padrastro
_____(3) maestro
_____(4) otra profesión. Favor de anotarla _____

_____

2. ¿Qué más le gustó del programa de hoy?

_____(1) La conferencia del Dr. Milner
_____(2) La conferencia del Sr. Sosa
_____(3) Café - Tiempo libre para conocernos
_____(4) Grupos de conversar
_____(5) Sesión general
_____(6) Otra cosa. Favor de anotarla _____

_____

3. ¿Qué cosa <u>menos</u> le gustó Ud. del programa de hoy?

_____(1) La conferencia del Dr. Milner
_____(2) La conferencia del Sr. Sosa
_____(3) Café - Tiempo libre para conocernos
_____(4) Grupos de conversar
_____(5) Sesión general
_____(6) Otra cosa. Favor de anotarla _____

_____

4. ¿Cuáles de estos sujetos quiere considerar en nuestras sesiones en el futuro?

_____(1) Diálogo con los padres naturales.
_____(2) Relaciones de trabajadores sociales y padres padrastros.
_____(3) Relaciones de trabajadores de probación y padres padrastros.
_____(4) Los derechos del hijo padrastro.
_____(5) Los derechos del padre padrastro.

EAST LOS ANGELES COLLEGE

FOSTER PARENT PROGRAM

SATURDAY, JANUARY 18, 1975

EVALUATION

Please take a few minutes to answer these questions and return this form back to your discussion group leader.

Your answers and comments will help plan future sessions. Thank you for your assistance.

1. Are you a ...

_____(1) social worker
_____(2) foster parent
_____(3) instructor
_____(4) other. Please state _____

_____

2. What did you like best about today's program?

_____(1) Dr. Milner's speech
_____(2) Coffee Break - Time to get acquainted
_____(3) Discussion groups
_____(4) Wrap-up session
_____(5) Other. Please state _____

_____

3. What did you like least about today's program?

_____(1) Dr. Milner's speech
_____(2) Coffee Break - Time to get acquainted
_____(3) Discussion groups
_____(4) Wrap-up session
_____(5) Other. Please state _____

_____

4. What topics would you like discussed at future sessions?

_____(1) Dialogue with natural parents.
_____(2) Relationships of social workers and foster parents.
_____(3) Relationships of probation and foster parents.
_____(4) The rights of the child.
_____(5) The rights of the foster parent.

FOSTER CARE TRAINING PROJECT
PARTICIPANTS EVALUATION

COURSE TITLE _____ DATE _____

1. Did you feel that the goal of the course was clearly defined at the beginning of the course.
   ___ Pretty Great
   ___ Pretty Good
   ___ Not Too Good
   ___ Not At All

2. Did you feel that the course content was aimed at achieving this goal.
   ___ Pretty Great
   ___ Pretty Good
   ___ Not Too Good
   ___ Not At All

3. Was the course material presented in a manner leading towards the goal.
   ___ Pretty Great
   ___ Pretty Good
   ___ Not Too Good
   ___ Not At All

4. Was sufficient specific information provided which would help you reach the goal of this course.
   ___ Pretty Great
   ___ Pretty Good
   ___ Not Too Good
   ___ Not At All

5. Do you feel that your questions were answered sufficiently in the class.
   ___ Pretty Great
   ___ Pretty Good
   ___ Not Too Good
   ___ Not At All

6. Do you feel that the goal of the course was achieved.
   ___ Pretty Great
   ___ Pretty Good
   ___ Not Too Good
   ___ Not At All

7. Is the goal or purpose of this course relevant to your needs in providing foster care for children.
   ___ Pretty Great
   ___ Pretty Good
   ___ Not Too Good
   ___ Not At All

8. Would you recommend this course to other foster parents.
   ___ Pretty Great
   ___ Pretty Good
   ___ Not Too Good
   ___ Not At All

SAN DIEGO COMMUNITY COLLEGE DISTRICT
(1974 - 1975)

SAN DIEGO CITY COLLEGE

FOSTER PARENT EDUCATION PROJECT

As part of the evaluation of our Foster Parent Education Program, we will ask you to complete this questionnaire at the end of each class session.

1. Are you a(n)_____ foster parent

   _____ agency worker

   _____ other.

2. How much interest did you have in the content of tonight's session?

   _____ high interest

   _____ moderate interest

   _____ hardly any interest.

3. Did you feel that the instructors and resource people tonight

   _____ were very interesting and excited you about the topic

   _____ were generally interesting, but parts of the class were not exciting

   _____ had some interesting moments, but did not stir much excitement about the topic

   _____ were generally boring.

4. Overall, would you rate tonight's session as

   _____ a very valuable experience

   _____ a generally valuable experience

   _____ of limited value

   _____ wished you had stayed home.

5. Please make any comments or suggestions you have about tonight's session. (Use back of the page if you need more space.)

Appendix F

Evaluation Forms

COMPTON COMMUNITY COLLEGE
Division of Human Services

FOSTER PARENT INSERVICE WORKSHOP

Dear Foster Parent:

Your evaluation of the workshop is most important in that what you have to say gives us some idea as to the extent we are meeting your needs. Meeting your needs for inservice training is our primary goal.

Enclosed you will find two evaluation forms:

1. One form deals with your feelings bout the workshop.
2. The other form deals with some situations that you could face in your relationship with a teenager and the way in which you would handle them.

Both forms of evaluation are important. Remember, we need your help if we are to succeed in our efforts.

Please respond to the questions below. Do not sign your name. Return in self addressed, stamped envelope.

1. I found the workshop to be:
   _____ a. very helpful to me
   _____ b. of some value
   _____ c. a waste of time

   Comments: _____

   _____

   _____

2. I thought the subject matter was:
   _____ a. of great importance because it dealt with problems we are facing now.
   _____ b. of no importance because I knew everything that was talked about and am able to deal with these kinds of problems.
   _____ c. a poor choice.

   Comments: _____

   _____

   _____

3. I think you should have discussed:

   a. _____

   b. _____

   c. _____

   d. _____

4. The guest speakers were:

_____ a. Excellent
_____ b. Good
_____ c. Fair
_____ d. Poor

COMMENTS: _____

_____

_____

_____

5. I would evaluate the workshop as being:

_____ a. Excellent
_____ b. Good
_____ c. Fair
_____ d. Poor

COMMENTS: _____

_____

_____

_____

ADDITIONAL COMMENTS:

For the other workshops, I would suggest that you:

_____

_____

_____

_____

_____

_____

Respectfully,

_____
Ida L. Frisby, R.N.,
Chairperson,
Division of Human Services

ILF:jmn

COMPTON COMMUNITY COLLEGE
Division of Human Services

FOSTER PARENT INSERVICE EDUCATION PROGRAM

Evaluation of Workshop
#1

The Impact of the Environment on Parenting Teenagers

DIRECTIONS:

Please check how you would respond to the situation described below. DO NOT SIGN YOUR NAME! Return in the self-addressed, stamped envelope. CHECK ONE of the possible answers. If you do not agree with the choices, describe WHAT YOU WOULD DO.

SITUATION: You are the foster parent of a sixteen year old boy named John. He has lived in you house for over four months. What would you do in the following situations?

1. John has been suspended from school. I would:
   ____ a. Request that John be removed from my home.
   ____ b. Visit the school immediately and obtain all the information concerning the incident that lead to John's suspension. After obtaining all the information, I would contact the Social Worker for advice on what needed to be done.
   ____ c. I would punish John.
   ____ d. Accept the school's decision to suspend John without further investigation assuming that the suspension was justified.
   ____ e. I would do none of the above. I would:

   _____

   _____

   _____

2. John is a well-behaved youth and seems to be making a good adjustment in my foster home. I found a stick of marijauna in his shirt pocket. I would:

   ____ a. Call the police.
   ____ b. Request that John be removed from my home.
   ____ c. Consider what John's behavior had previously been, share my evaluation with the worker and together we would determine the best solution.
   ____ d. Attempt to find out why he had the drug.
   ____ e. Warn John about the dangers of drug abuse, indicate my interest in his welfare but at the same time state that I would have to request his removal if I found any more drugs.

____ f. I would do none of the above. I would:

_____

_____

_____

3. John seemed to be troubled. He appeared to be under a lot of pressure. I would:

____ a. Tell him, if he attempted to discuss his concerns with me, that his worries were his problem and that he had better get "happy" because he was making others "nervous."
____ b. Ask the Social Worker to take John to a psychiatrist.
____ c. Provide a time for John and me to be together at which time I would try to get him to discuss the situation and together talk about the choices available to solve the problem.
____ d. Ask that John be removed from my home.
____ e. I would do none of the above. Instead, I would:

_____

_____

_____

June 16th, 1975

Dear Foster Parents,

It's been a Good Year! The Foster Parent Education Project has been so successful that all five Community College Districts in San Diego County have agreed to offer classes in Foster Parent Education this fall.

Thanks for your support, your continuing interest, and, above all, your very honest evaluations and criticisms. You have shown that as committed and potential foster parents you are willing to take on the responsibility of exploring and expanding your parenting skills and understandings of foster care problems.

We need one more overall evaluation as an official end to our pilot project and in order to help us begin the new phase in the Fall. I would appreciate it if you could take the time necessary to complete this evaluation.

Your interest and enthusiasm has been tremendous. I have enjoyed getting to know so many neat foster parents and agency people, and I've probably learned more than anyone!

THANKS FOR A GOOD EXPERIENCE -- SEE YOU IN THE FALL!

-- Bobbi Towne

San Diego Community College District (1974-1975)

FOSTER PARENT EDUCATION PROJECT EVALUATION

San Diego Community College -- Adult Education

I ATTENDED: (please check ones you attended)

		LOCATION
FALL -------- SPECIAL PROBLEMS	_____	_____
SPRING ------ ALTERNATIVES IN DISCIPLINE	_____	_____
SPRING ------ CHILD DEVELOPMENT	_____	_____
SPRING ------ SPECIAL PROBLEMS	_____	_____

PLEASE PLACE A C IN FRONT OF EACH COURSE YOU COMPLETED.

1. Since participation in these classes:
   Do you see your role as a foster parent any differently? _____
   Explain: _____
   _____
   _____
   Do you see the role of agency worker any differently? _____
   Explain: _____
   _____
   _____
   Do you see the role of the community in foster care any differently? _____
   Explain: _____
   _____
   _____
   How would you define your role of foster parent? _____ _____
   _____
   _____

2. Have the classes helped you better understand:
   The needs of foster children? _____
   Explain: _____
   _____
   The needs of your own family? _____
   Explain: _____
   _____
   Your own needs in relationship to foster parenting? _____
   Explain: _____
   _____
   The problems of the agency worker? _____ _____
   Explain: _____
   _____

3. Has the communication been valuable between you and:
   Other foster parents? _____ Explain _____
   _____
   _____
   the instructors? _____ Explain _____
   _____
   _____
   the guest speakers? _____ Explain _____
   _____
   _____
   the agency workers? _____ Explain _____
   _____
   _____

4. Are you better able to handle everyday problems within your own family?

_____

_____

5. Are you more comfortable in your role of foster parent? _____

_____

6. Do you feel your foster children have benefitted from the insights and skills you have gained? _____

_____

7. Do you feel your family has benefitted from the insights and skills you have gained? _____

_____

8. Do you want to take part in future classes (in your own community)? _____

9. What topics do you want to study in greater depth? _____

_____

10. What NEW topics do you want to study? _____

_____

11. WHAT CAN WE DO TO IMPROVE THE CLASSES IN REGARD TO:

LOCATION? _____

PHYSICAL SETTING? _____

CLASS SESSION LENGTH? _____

COURSE LENGTH? _____

INSTRUCTORS? _____

CONTENT? _____

OTHER? _____

_____

12. WOULD YOU PREFER TO ATTEND CLASSES ON YOUR:

COMMUNITY COLLEGE CAMPUS _____

OFF CAMPUS IN YOUR COMMUNITY _____

OTHER _____

13. WOULD YOU PREFER TO ATTEND CLASSES IN:

DAY _____

EVENING _____

EITHER _____

14. ANY OTHER COMMENTS

THANK YOU FOR YOUR HELP IN THIS EVALUATION

AGENCY REPRESENTATIVES' PERCEPTIONS OF COURSE VALUE TO PARTICIPANTS

1. Did foster parents develop a new awareness of their role ... motivations, conflicts, relationships with agency workers, foster child, natural parents, community?

2. Long term value of courses ... could this be measured in terms of placement permanence in future or in some other way?

3. Value to social workers of communication with foster parents and others, and value they perceive as a result of foster parents communicating with each other, with foster care workers, with college personnel.

4. What new topics would be pursued that would be of value to foster parents and foster care workers both?

San Diego Community College District
(1974 - 1975)

EVALUATION SHEET FOR BASIC COURSE
FOSTER PARENT INSERVICE EDUCATION GRANT

Put up outline of course on newsprint

Put up "Goals of Course" on newsprint

Instructions: Each student to refer to the goals and outline of the course as they write their evaluation.

Use the numeral (1, 2, 3, etc.) and write what you wish about that topic.

Add any ideas or comments you may have which do not appear in the evaluation questions.

1. Did we cover our subjects?

2. Did we add what we wanted as we went along?

3. Did you feel you learned from the course? (See goals)

4. Did you feel closer to the agency as a result of our work together? Yes ----- No ----- Somewhat

5. How would you rate the course?
   Poor ----- Fair ----- Good ----- Excellent

6. How would you rate the instructor?
   Distant ----- Cold ----- Friendly ----- Warm ----- Understanding
   ----- Informed
   Able to present her material
   Poorly ----- Well

7. What suggestions would you make for the next course?
   Content and leaders.

San Francisco Community College District
(1974 - 1975)

FOSTER PARENT EVALUATION SHEET
For Session #10

The next session will be an evaluation of the past nine meetings. We would appreciate you filling out this form with your opinion of each session. We are especially interested in ways in which you feel we can improve the program.

SESSION # 1 -- Organizational and Drawing up of Goals for Program

SESSION # 2 -- Developing Relations between Agency Personnel and Foster Parents

SESSION # 3 -- Understanding the Foster Child; Art Gatenby, speaker

SESSION # 4 -- Special Needs of Foster Children; Mr. Jeff Davis, speaker

SESSION # 5 -- Child Development; Dr. K. Mannion, speaker

SESSION # 6 -- Teenage Foster Child; Dr. Stewart Bedford, speaker

SESSION # 7 -- Natural Parents; Mrs. Elizabeth Davoren, speaker

SESSION # 8 -- Legal Rights and Adoption; Mr. Howard Welsch and Mr. Al Cunningham

SESSION # 9 -- Handicapped Foster Children; Dr. Whyte; speaker

SHASTA COLLEGE (1974 - 1975)

IN-SERVICE TRAINING EVALUATION QUESTIONNAIRE

From 2/11/75 through 3/25/75, you attended the in-service training class, "Challenges in Foster Care." It would greatly assist Yuba College in making future sessions more effective if you would complete the following evaluation. You do not have to sign your name.

1. How many of the seven meetings did you attend?

2. Did you understand the subject matter presented?
   Comments:

3. Were the sessions meaningful for you?
   Comments:

4. Was there ample opportunity for class participation?
   Comments:

5. What did you think about the length of training?
   Comments:

6. Which part of the in-service training presentation did you consider <u>most</u> effective? Why?
   Comments:

7. Which part of the in-service training presentation did you consider least effective? Why?
Comments:

8. Do you feel you are better prepared to perform in the areas covered by the training?
Comments:

9. In what other areas do you think there is a need for training?
Comments:

Dean of Instruction
Yuba College

May 28, 1975

Agency Evaluation Questionnaire

The attached list indicates the names of foster families residing in your county who participated in the in-service training program offered by Yuba College. Would you help to assess the course value to foster parents by completing this questionnaire.

1. Have you had an opportunity to discuss the training with everyone on the list?

   _____. If not, how many have you talked with? _____

2. Did foster parents feel that the subject matter presented was relevant to their concern? _____

   Comments: _____

   _____

3. What do you perceive as the main areas of interest in your population of foster parents? Comments: _____

   _____

4. Did the in-service training have any effect on agency - foster parent relationships? _____. If so, what effect? _____

   _____

5. Do you believe that foster parents gained new awareness of the foster parent role i.e. legal aspects, separation impact, stress on family relationship etc?

   Comments: _____

   _____

6. Have you perceived any measureable value of training in relation to insight or knowledge as expressed by foster parents? _____

   _____

7. Did your agency receive any new applications or requests for information as a result of publicity regarding foster parenting in your community?

   _____

   _____

   _____

   _____

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8. If Yuba College were to continue in-service training for foster parents, what areas would you like to have stressed?_____

_____

_____

_____

9. We would welcome any other comments regarding the in-service training program offered these past months.

Comments: _____

_____

_____

Appendix G

Miscellaneous Survey Forms

SURVEY FORM

PLEASE ANSWER THE FOLLOWING QUESTIONS TO THE BEST OF YOUR KNOWLEDGE

1. Have you had nay previous training or course on the topic of incest? Yes ____ No ____

2. Do you think incest is a crime punishable by law? Yes ____ No ____

3. If a victim reports to a teacher or social worker that he or she has been sexually abused by a parent or close relative, do you feel that these professionals are obligated under law to report the incident to law enforcement? Yes ____ No ____

4. Do you think that incest should be reported to law enforcement? Yes ____ No ____

5. Do you think that the non-participating parent should (i.e., the mother in the case of father-daughter incest) contributes in any way to the incest? Yes ____ No ____

6. Do you think that the non-participating parent should share the responsibility under the law for the incest? Yes ____ No ____

PLEASE ANSWER THE FOLLOWING TRUE/FALSE QUESTIONS

1. Most of the time a child's report of sexual abuse by a parent is fantasy rather than actual fact. True ____ False ____

2. There are no really harmful effects on the child victim as a result of the incestuous relationship. True ____ False ____

3. The child is as much to blame as the parent if he/she does not resist the parent's sexual advances. True ____ False ____

4. Incest victims are usually the most attractive and provacative child in the family and for this reason, they are chosen for the incest. True ____ False ____

5. Incest occurs most frequently among lower socioeconomic groups. True ____ False ____

6. Incest offenders are usually psychotic and/or of dull normal intelligence. True ____ False ____

7. Sexual abuse may be the most common form of child abuse. True ____ False ____

8. The process of going through court to prosecute the parent is harmful to the child and should be discouraged. True ____ False ____

9. It is better for the child if he/she does not talk about the incident and should be encouraged to forget about it as soon as possible. True ____ False ____

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NUMBER _____

FOSTER MOTHER _____

FOSTER FATHER _____

Role Definition:

1. I see my role as foster parent as most similar to:

   a. Adoption parent
   b. Foster child's own parent
   c. Relative
   d. Paid employee of agency
   e. Someone else

2. I think foster parents should be paid:

   a. Nothing
   b. To cover costs only (name amount needed in your estimation)
   c. To cover costs plus extra for foster parents' work (name amount fair in your estimation)

3. Being a foster parent is:

   a. The most important thing I've ever done/
   b. Important but equal to other important things I do in my life.
   c. Important but there are other more important things in my life.

4. In caring for foster children, the foster father is:

   a. Very active
   b. Somewhat active
   c. A little active

5. My own natural children are:

   a. Effected greatly by foster care
   b. Effected somewhat by foster care
   c. Effected very little by foster care

ASSESSING YOUR FAMILY FOR FOSTER CARE

Being a foster family can be one of life's most valued experiences filled with joys, sorrows, and rewards. Is fostering for your family?

The list below has been developed as a guide to help you assess your potential for fostering children. Please use a scale of 1 to 10 to rate your situation. Number 1 if the lowest rating and number 10 is the highest rating possible.

	1-10 Scale
(1) How good is the physical health of your family?	_____
(2) How positive do your children feel about the plan?	_____
(3) How well does your family handle stress?	_____
(4) How well are you doing now as parents?	_____
(5) How receptive are you to caring for children of other races?	_____
(6) How well do your family members get along with each other?	_____

You have strong potential for foster parenting if you rated yourself at 4 or above in each of the above areas. If you rated yourself below 4 in any of the above areas, you should seriously ask yourself if fostering is a wise plan at this time in your life. Some other important considerations are:

(a) What age child or children do you prefer?

(b) Would you prefer short-term or long-term care?

(c) Is your family stable in this area, or do you expect to move in the near future?

Appendix H

Bibliographies

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SAN DIEGO COMMUNITY COLLEGE

RECOMMENDED READING FOR

FOSTER PARENTS

BOOKS

PARENT EDUCATION

How to Parent - Dr. Fitzhugh Dodson

Parent Effectiveness Training; the "No Lose" Program for Raising Responsible Children - Thomas Gordon

Dare to Discipline - James Dobson

Child Sense; a Pediatricians Guide for Today's Families - William E. Homan

Sibling Rivalry: a Guide for Parents Who Want to Understand, and Control Conflict Between their Children - Everett Ostrovsky

The Parents Handbook on Adolescence - John Schimel

How to Make Johnny Want to Obey - Stephen Beltz

Power to Parents - Joseph W. Bird

Youth and the Hazards of Affluence. The High School and College Years - Graham B. Blaine

Strong Family, Strong Child; The Art of Working Together to Develop a Healthy Child - Barry and Patricia Bricklin

Your Child's Self-Esteem; The Key to His Life - Dorothy Briggs

Kinetic Family Drawings; An Introduction to Understanding Children Through Kinetic Drawings - Robert C. Burns and S.H. Kaufman

Learning of Aggression in Children - Leonard D. Eron

What Shall We Tell the Kids? - Bennett Olshaker

You Can Raise Decent Children - B.E. Schwarz & B.A. Ruggieri

Your Child and School - Benjamin Fine

Between Parent and Teenager - Dr. Haim Ginolt

Dibs in Search of Self - Virginia Axline

Love is Not Enough - Bruno Betteheim

How Children Fail - John Holt

The Happy Child - Irene Josselyn

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The Adolescent and His World - Irene Josselyn

Children Who Hate - Redl & Wineman

Heal the Hurt Child - Hertha Riese

Common Human Need - Charlotte Towle

Children Under Stress - Sula Wolff

Children Abuse and Neglect

Violence Against Children - David Gil

Violence and Your Child - Arnold Arnold

The Battered Child - Ray E. Helfer

Children in Jeopardy - Elizabeth Elmer

Children and Neglect - Claire Hancock

Wednesday's Children: A Study of Child Neglect and Abuse - Leontine Young

Child Abuse: A Community Challenge - Edited by Alice Glazier

The Throwaway Children - Lisa Aversa Richette

The Illusion of Caring -- Robert Geiser

CHILDREN'S BOOKS

What to Tell Your Child About Sex - Child Study Association of America, Inc.

The Boys and Girls Book About Divorce; With an Introduction for Parents -
Richard A. Gardner

The World of Kindergarten - Clancy Goode

What You Should Know About Drugs and Drug Abuse - Harvey R. Greenburg

My Friend the Babysitter - Jane Werner
(Help for babysitter and parent in simple text from child's point of view.)

Life and Death - Herbert Zim and Sonia Bleeker

CHILD DEVELOPMENT

The Magic Years - Selma Fraiberg

Between Parent and Child - Haim Ginott

The Games Children Play - Arthur Chapman

Shaping Your Child's Personality - B. R. Hergenhahn

Child Sense: A Pediatrician's Guide for Today's Families - William E. Homan

Not by the Color of Their Skin: The Impact of Racial Differences on the Child's Development - Marjorie McDonald

Learning through Play - Jean Marzollo and Janice Lloyd

The Child in the Family - Maria Montessori

How to Raise a Human Being: A Parents' Guide to Emotional Health from Infancy through Adolescence - Lee Salk and Rita Kramer

How Children Learn to Speak - Maurice Sklar

PERIODICALS

"How Children Feel about Being Placed Away from Home."
- Sidney Moss, Children (July, 1966)

"Some Traumatic Effects of Separation and Placement."
- Ner Littner, Child Welfare League of America, New York, 1956 32 pp.

"Pre-adolescent Foster Children in Group Discussion."
- Kenneth Watson, Children (March & April, 1968)

"What Direction for Children in Limbo - Foster Home or Family Life Home?"
- Ronald Bigley, Child Welfare (April, 1968)

FOSTER PARENTS

Foster Parenthood: A Role Analysis, David Fanshel, Minneapolis, Minnesota: University of Minnesota Press, 1966. 176 pp.

"Foster Parent and Social Worker Roles Based on Dynamics of Foster Parenting."
- Marsha Gedanken, Child Welfare, (November, 1966) 512-17.

"The Application of the Role Concept to Foster Parenthood."
- Jacqueline McCoy, Social Casework, (May, 1962) 252-56.

"Foster Parenting: An Integrative View of the Literature"
- Delores Taylor, Child Welfare (July, 1967) 371- 85.

"What You Have Always Wanted to Discuss About Foster Care But Didn't Have the Time or Chance to Bring Up." Conversations I
- Mary Reistroffer, Child Welfare League - $1.50

A Manual for Foster Parents - Child Welfare League - $1.50

Conversation II
- Mary Reistroffer - Child Welfare League - $1.50

Conversation III
- Mary Reistroffer - Child Welfare League - $1.50

Foster Parenting Young Children - Child Welfare League - Felker - $2.75

FILMS

Pygmalion Effect, CRM Films,
on self-fulfilling prophecy

Childhood: The Enchanted Years (Pts 1 and 2)

Dramatic Play

Adolescent Growth and Development

Future Shock

Growing Up Together

HANDOUTS

Developing the Conviction in the Foster Child that he is Worthwhile,
Beatrice L. Garrett

Placement from the Child's Point of View, Jean Charnley

The Impact of Fostering on the Foster Family, J. R. Wilkes

Changing our Expectations in Foster Family Care, Fall Conference on Foster Family Care in Milwaukee, Wisconsin

The Importance of the Natural Parents to the Child in Placement,
Her Littner, MD.

The Parent in the Shadows, Phyllis Johnson McAdams

The Hidden Parent, Alameda R. Jolowicz

Achieving Permanent Solutions for Children in Foster Care, Fellner & Solomon

Participation of Foster Parents in Decision Making - The Concept of Collegiality,
Mary E. Reistroffer.

These are suggested readings only, not all may be available at the local libraries.

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Appendix I

Resources for Course and Program Development

Publications

California Laws Relating to Youthful Offenders, Department of the Youth Authority, State of California. Order from: Department of General Services, Documents Section, P. O. Box 20191, Sacramento, CA 95820 ($1.75 plus tax).

Course and Program Approval Procedures in California Community Colleges, Chancellor's Office, California Community Colleges, April 1977.

Education for Foster Family Care: Models and Methods for Foster Parents and Social Workers, Helen D. Stone and Jeanne M. Hunzeker, Child Welfare League of America, Inc., 1974. Order from: Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 ($6.95).

Foster Care: How to Develop an Educational Program for Staff or Foster Parents, Gretchen Heinritz, Louise A. Frey, Boston University School of Social Work. Order from: Boston University School of Social Work, 264 Bay State Road, Boston, Massachusetts 02215 ($1.00).

Government as Parent: Administering Foster Care in California, Jessica S. Pers. Order from: Institute of Governmental Studies, 109 Moses Hall, University of California, Berkeley, California 94720 ($5.50 plus 6% sales tax; residents of Alameda, Contra Costa, San Francisco counties add 6½%).

Introduction to Foster Parenting, A Curriculum Package, Foster Parent Curriculum Project, Child Welfare League of America, 67 Irving Place, New York, New York 10003 ($350.00).

Legal Issues in Foster Care, National Association of Attorneys General, February 1976. Order from: Committee on the Office of Attorney General, 3901 Barrett Drive, Raleigh, North Carolina 27609 ($3.00).

College Resource Persons

American River College 4700 College Oak Drive Sacramento, CA 95841	Paul Brown Enid Milhous
Bakersfield College 1801 Panorama Drive Bakersfield, CA 93305	Carol Sharpe
Cabrillo College 6500 Soquel Drive Aptos, CA 95003	Johana Moon Goldberg
Chabot College 25555 Hesperian Boulevard Hayward, CA 94545	Robert Wood
Chaffey College 5885 Haven Avenue Alta Loma, CA 91701	Beverly Benjamin Deborah Davis
Columbia Junior College P. O. Box 1849 Columbia, CA 95310	Floyd Hopper
Compton Community College 1111 East Artesia Boulevard Compton, CA 90221	Ida Frisby
Diablo Valley College 321 Golf Club Road Pleasant Hill, CA 94523	John Kelly Beverly Reardon
East Los Angeles College 1301 East Brooklyn Avenue Monterey Park, CA 91754	Jan Fish Pat Rahm
Hartnell College 156 Homestead Avenue Salinas, CA 93901	Katharine Whiledon
Los Medanos College 2700 East Leland Road Pittsburg, CA 94565	Vincent Custodio
Merritt College 12500 Campus Drive Oakland, CA 94619	Antoinette Lenahan Gary Howard
Monterey Peninsula College 980 Fremont Boulevard Monterey, CA 93940	Philip Nash

College Resource Persons (continued)

College of the Redwoods Eureka California 95501	Dean Cunningham
San Diego Community College District 3375 Camino del Rio South San Diego, CA 92108	Bobbi Towne
San Francisco Community College District John Adams Adult Education Center 1860 Hayes Street, Room 139 San Francisco, CA 94117	Rosemary Darden Deborah Hordiner
San Jose City College 2100 Moorpark Avenue San Jose, CA 95128	Carole Freitas Sharon Antonelli
College of San Mateo 1700 West Hillsdale Boulevard San Mateo, CA 94402	James Hardt

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